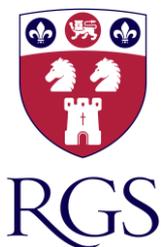




SAFEGUARDING POLICY



RGS



SAFEGUARDING POLICY

Newcastle upon Tyne Royal Grammar School

NAMED PERSONNEL WITH DESIGNATED RESPONSIBILITY FOR SAFEGUARDING:

ACADEMIC YEAR	DESIGNATED SAFEGUARDING LEAD	DEPUTY DESIGNATED SAFEGUARDING LEAD	NOMINATED SAFEGUARDING GOVERNOR	CHAIR OF GOVERNORS
2020-21	Sarah Longville	Naomi McGough Karen Wall	Muzlifah Haniffa	Julie Drummond

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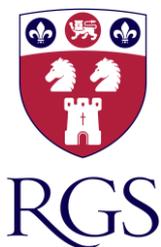
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1. PURPOSE AND AIMS

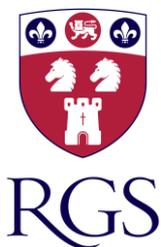
1.1 This policy applies to all students, staff, parents, governors, volunteers and visitors.

1.2 The purpose of the Royal Grammar School's (RGS) safeguarding policy is to ensure every child who is a registered student at our school is safe and protected from harm. The school undertakes to always act in the best interested of the child. This means we will always work to:

- Protect children and young people from maltreatment;
- prevent impairment of our children's and young people's physical and mental health or development;
- ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- undertake that role so as to enable children and young people to have the best outcomes.

1.3 RGS fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are students at our school. The elements of our policy are prevention, protection and support. This policy gives clear direction to staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all students.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. Pastoral leaders will regularly liaise with the Designated Safeguarding Lead (DSL)



to discuss all persistently absent students and those who go missing to identify the risk of abuse and neglect, including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 Prior to implementing this policy, a range of factors are considered to help us identify and focus on the key issues for our school and community. To achieve this, we review our referrals, causes for concern, considered local context and local issues. In addition, we discuss and develop our key priorities as a leadership team and with the Governing Body as well as our external safeguarding advisors, Clennell Education Services.

2. OUR COMMITMENT TO SAFEGUARDING

2.1 The child's welfare is of paramount importance. RGS seeks to establish and maintain an ethos where students feel secure, are encouraged to talk, are listened to and are safe. Children should be able to talk freely to any member of staff at school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that all staff play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **ALL STAFF ARE ADVISED TO MAINTAIN AN ATTITUDE OF 'IT COULD HAPPEN HERE' WHERE SAFEGUARDING IS CONCERNED.** When concerned about the welfare of a child, staff members must always act in the *best interests* of the child.

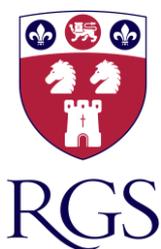
2.3 All staff and regular visitors will, through training and induction, know how to recognize indicators of concern, how to respond to a disclosure from a child and how to record and report this information. Staff and others will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This is extended to include material that will encourage our children to develop essential life skills. The PSHE curriculum in the Junior and Senior schools incorporates a number of opportunities for students to learn, in an age appropriate manner, how they can stay safe and report concerns about themselves or others. These topics are regularly revisited both formally through PSHE lessons and informally through form and tutor time, assemblies and more specialised sessions often delivered by visiting speakers or off-timetable Year group activities. In the Sixth Form the *Plus Programme* seeks to widen understanding of the wider world and prepare our students for independent living.

3. STATUTORY FRAMEWORK & SAFEGUARDING PARTNERS

3.1 This policy has been devised in accordance with the following legislation and guidance:

- *'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children'*, DfE (2018)
- *'Keeping Children Safe in Education'*, DfE (2020)
- Local safeguarding procedures
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (October 2015)
- *'What to do if you're worried a child is being abused'*, DfE (March 2015)
- *'Information Sharing: Advice for practitioners'*, DfE (March 2015)
- *'The Prevent Duty: Departmental advice for schools and childcare providers'*, DfE (2015)



- 'Mandatory Reporting of Female Genital Mutilation – procedural information', Home Office (October 2015)

3.2 At all times we work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018), Newcastle Local Safeguarding Children Board procedures and Local Safeguarding Partners' Procedures.

Details of the regional Safeguarding Partners are in Appendices N and O.

4. ROLES AND RESPONSIBILITIES

ROLE	NAME	CONTACT DETAILS
DESIGNATED SAFEGUARDING LEAD (DSL)	Sarah Longville	s.longville@rgs.newcastle.sch.uk
DEPUTY DSLS	Naomi McGough Karen Wall	n.mcgough@rgs.newcastle.sch.uk k.wall@rgs.newcastle.sch.uk
HEAD TEACHER	Geoffrey Stanford	hm@rgs.newcastle.sch.uk
NAMED SAFEGUARDING GOVERNOR	Muzlifah Haniffa	rgsbursar@rgs.newcastle.sch.uk
CHAIR OF GOVERNORS	Julie Drummond	rgsbursar@rgs.newcastle.sch.uk

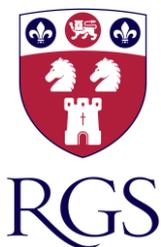
4.1 It is the responsibility of **EVERY** member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that safeguards and promotes the welfare of all of the students at this school. This includes the responsibility to provide a safe environment in which children can learn.

THE GOVERNING BODY

4.2 The Governing Body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although the Governing Body takes collective responsibility to safeguard and promote the welfare of our students, there is a named governor who champions safeguarding within the school.

4.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, out-dated references are removed. It is available publicly via the school website and has been written in line with Local Authority guidance and the requirements of the Newcastle Safeguarding Children Partnership's policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are deputy DSL(s) who are appropriately trained to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role;
- All staff receive a safeguarding induction and are provided with a copy of this policy and the **STAFF BEHAVIOUR POLICY**;



- All staff undertake appropriate child protection training that is updated regularly, at least annually;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of [Keeping Children Safe in Education DfE \(2020\)](#);
- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

4.4 The Governing Body receive a termly safeguarding update and an annual safeguarding report that records all safeguarding activity, the training that has taken place and will inform the Governing Body how the school meets its statutory requirements.

The Named Safeguarding Governor will also undertake a range of *safeguarding visits* over the year to monitor compliance within the safeguarding agenda.

THE HEADMASTER

4.5 The Head is responsible for:

- Identifying a senior member of staff from the leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternative members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

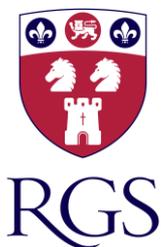
THE DESIGNATED SAFEGUARDING LEAD (DSL), THE DEPUTY DSL

4.6 The Designated Safeguarding Lead is the Deputy Head Pastoral. She is a senior member of staff from the Senior Leadership Team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education' DfE (2020)*;

4.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded on CPOMS and given to the DSL.

4.8 During term time, the Designated Safeguarding Lead and/or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, the school ensures that they are available via telephone and any other relevant media. In addition, Heads of Year, the Junior School Pastoral Lead and the School Nurses have received DSL training.

4.9 The DSL or Deputy will attend child protection conferences and core group meetings.



Through appropriate training, knowledge and experience, our DSL will liaise with Children's Services and other agencies where necessary, and make referrals of suspected abuse to Children's Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

4.10 The DSL, their deputies and the SLT should be aware of the [National Police Chief's Council \(NPCC\)](#) for when to call the police and what to expect when a report is made.

4.11 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

4.12 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

4.13 The DSL is responsible for ensuring that online safety is considered as important as other aspects of safeguarding and that policies and approaches to e-safety are updated and relevant to our school and community.

4.14 The Deputy DSLs have the training and authority to act for the DSL in safeguarding students when the DSL is away or unavailable.

4.15 The Deputy DSL based in the Junior School has responsibility for overseeing safeguarding on a day to day basis and will typically be the first person a member of staff in the Junior School will turn to for advice.

4.16 The Deputy DSLs have a responsibility to meet with and discuss safeguarding issues with the DSL. This ensures that information is appropriately shared and that both the DSL and the Deputy DSLs are supported in their daily role.

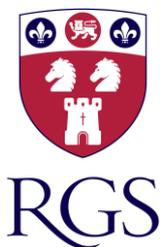
4.17 The DSL and Deputy DSLs will help to promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership team. They will ensure that the staff know who these children are, that they understand their academic progress and attainment, and maintain a culture of high expectations for this cohort. That they support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

5. TRAINING AND INDUCTION

5.1 When new staff join the school they are informed of the safeguarding arrangements in place, usually through a face to face meeting with the DSL or DDSL. They are given a copy of the school's [SAFEGUARDING POLICY](#); the [STAFF BEHAVIOUR POLICY](#); Part one of '*Keeping Children Safe in Education*' DfE (2020); KCSIE Annex A (leaders and those who work directly with children); the [ATTENDANCE POLICY](#) (which includes procedures for children missing from education), The [STUDENT BEHAVIOUR POLICY](#) and details of procedures to report concerns about an adult working with children. Further key documents relating to safeguarding, KCSIE, student behaviour, online safety and responding to specific issues are signposted to all new staff as part of their induction and are also available in the staff handbook. All staff are expected to read these key documents and fully **UNDERSTAND** their responsibility. They will also be provided with details of the school's recording procedures.

5.2 Every new member of staff or volunteer will receive safeguarding training during their induction period, usually on their first day at school but always within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record and the remit of the role of the Designated Safeguarding Lead (DSL) and deputies. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

5.3 In addition to the safeguarding induction, the school ensures that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in



Part one of 'Keeping Children Safe in Education' DfE (2020). In order to achieve this:

- All members of staff will undertake appropriate safeguarding training on an annual basis and the impact of this training is evaluated through informal feedback, appraisal discussion and changes to working practices;
- All staff members receive regular safeguarding and child protection updates (for example, via email, weekly pastoral meetings and twilight training), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;
- All staff members are trained on how to manage a report of child on child sexual violence and sexual harassment;
- At least one additional twilight training session for staff is allocated to specific aspects of safeguarding in order to improve understanding and practice. This session is usually delivered by an outside specialist.

5.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternative staff members are and what the recording and reporting system is and they usually meet the DSL or one of her deputies.

5.5 The DSL, the Deputy DSLs and any other senior member of staff who may be in a position of attending child protection conferences or core groups will attend appropriate training bi-annually. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, to keep up with any developments relevant to their role.

5.6 The Governing Body also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

5.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of 'Keeping Children Safe in Education' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Youth produced sexual imagery (known as sexting). In addition, throughout the school year we will brief staff on any key changes to Annex A of 'Keeping Children Safe in Education' (2020).

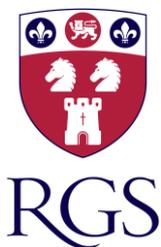
5.8 SPECIFIC SAFEGUARDING ISSUES

All staff have an awareness of safeguarding issues, some of which are listed below. Staff are aware that behaviours linked to the likes of drug taking, alcohol abuse, excessive gambling and online presence put children in danger.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer-on-peer abuse. See Appendix H and the school's documents: [RESPONDING TO PEER-ON-PEER ABUSE](#), [ANTI-BULLYING POLICY](#) and [ANTI-CYBERBULLYING POLICY](#).

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, and the NSPCC websites. Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Bullying including cyberbullying



- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation
- Sexting
- Relationship abuse
- Sexual violence & harassment between children in schools and colleges
- Trafficking & modern slavery
- Upskirting

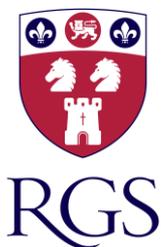
*(For further information see appendix C-K)
(Part 1 and annex A of Keeping Children Safe in Education 2020)*

5.9 CONTEXTUAL SAFEGUARDING CONCERNS

RGS has students from age 7 to age 18, from a variety of backgrounds and experiences. Geographically, our catchment covers a very large area, with many students living in the urban areas of the Tyneside conurbation, but also in settlements across rural Northumberland and Durham. It is important that we maintain relationships with the relevant local safeguarding teams, such as the police or local safeguarding hubs, to keep abreast of local safeguarding concerns that may put our students at risk. We also recognize that being an academically selective, fee-paying school, can present specific contextual safeguarding concerns. For example, the demographic of our parents may mean that we have a greater proportion of students who may have access to a higher than average amount of disposable income, or may be at home without supervision at times when their parents are working. We may also have a higher proportion of students under high levels of pressure and expectation from their parents, which may have an impact on student mental health.

RAISING AWARENESS IN STUDENTS

The curriculum is planned in such a way that there are opportunities to educate students, in an age appropriate way, about safeguarding issues which place them at risk if harm, including online dangers. Throughout their time at school, students are taught through formal PSHE lessons, information in the student planner, informal discussion in lessons and form time, in assemblies, through drop-down “wellbeing days”, and through visiting speakers that there are a number of ways they can find help if they feel unsafe or if they or



their friends are at risk. The School's commitment to promoting British values, opportunities for students to speak in confidence to counsellors and medical staff and further channels of communication such as Tootoot, all help to promote an ethos of openness where students can safely raise concerns, including worries about bullying, other forms of peer-on-peer abuse and radicalisation.

6. PROCEDURES FOR MANAGING CONCERNS

(WORKING TOGETHER TO SAFEGUARD CHILDREN 2018)

All staff follow the Schools procedures which are consistent with 'Working Together to Safeguard Children 2018' and Keeping Children Safe in Education 2020.

It is **NOT** the responsibility of the School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind.

IDENTIFYING CHILDREN AND YOUNG PEOPLE IN NEED OF ADDITIONAL INTERVENTION AND SUPPORT

All staff are encouraged to report any concerns about a student to an appropriate pastoral leader. In the Junior School, this may be the form teacher and/or Head of Pastoral Care. In the Senior School, this may be the form supervisor, Head of Year or Deputy Head Pastoral. All concerns are logged on the School's CPOMS system, to which every member of staff has appropriate access. Staff are regularly reminded that it is the sharing of information which is most likely to alert pastoral staff in good time to the needs of children and young people, enabling the School to implement additional support, including school based early help strategies, as needed.

Accordingly, all concerns regarding the welfare of students will be recorded and where further additional intervention is needed, an alert will be sent to the DSL or Head of Pastoral in the Junior School (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

Teachers and other adults in school are well placed to observe any physical, emotional or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents and the public which foster respect, confidence and trust, can lead to disclosures of abuse, and/or school staff being alerted to concerns.

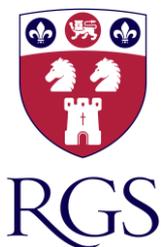
Adults and older students e.g. prefects are encouraged to report concerns, however small, at the earliest opportunity. There is an understanding that early reporting helps to build a picture of the child, may prevent abuse, enable access to Early Help or to put in place a TAC/TAF/CAF assessment.

We are also mindful that some students may be more vulnerable due to a SEN or disability, difficult home circumstances (e.g. the "toxic trio" of mental health, domestic abuse and substance abuse within the home environment) and that they may also be more vulnerable to peer-on-peer abuse.

DEFINITIONS

As in the Children Acts 1989 and 2004, a **CHILD** is anyone who has not yet reached his/her 18th birthday.

HARM means ill-treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **DEVELOPMENT**



means physical, intellectual, emotional, social or behavioural development; **HEALTH** includes physical and mental health; **ILL-TREATMENT** includes sexual abuse and other forms of ill-treatment which are not physical.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

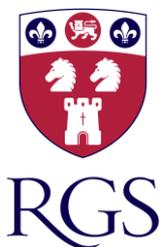
Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate caretakers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

STAFF MUST IMMEDIATELY REPORT

- Any suspicion that a child is injured, marked, or bruised in a way that is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.



- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).

Staff are also encouraged to actively consider children who might present as vulnerable (see appendix C).

RESPONDING TO DISCLOSURE

Disclosures or information may be received from students, parents or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

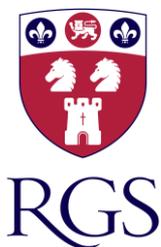
Such information cannot remain confidential and staff will immediately communicate what they have been told to the Designated Safeguarding Lead.

PRINCIPLES

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the Designated Safeguarding Lead in order that she can make an informed decision of what to do next.

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of school staff.
- Clarify the information.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise.
- Not express feelings or judgments regarding any person alleged to have harmed the child.
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
- Reassure and support the person as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the person will be involved as appropriate.
- Notify the DSL either through email or by logging a concern on CPOMS.



6.1 The Royal Grammar School adheres to child protection procedures that have been agreed locally through the Newcastle Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance including considering the appropriateness of Early Help.

6.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of **'IT COULD HAPPEN HERE'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

6.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

6.4 It is **NOT** the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

6.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the School who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternative designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

6.6 All concerns about a child or young person should be reported without delay and recorded in CPOMS or where this is not available in writing using the agreed procedures and record form (see appendix P).

6.7 Following receipt of any information that raises concern, the DSL will consider what action to take and seek advice from Children's Services as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

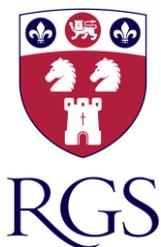
6.8 All referrals will be made in line with Local Children's Services procedures remembering that in our school we have students from a number of local authority areas.

6.9 If, at any point, there is a risk of immediate serious harm to a child, a referral should be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving, the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

6.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:

- the situation is an emergency and the Designated Safeguarding Lead, their alternative and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety.
- a crime may have been committed.

6.11 Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the Headmaster or the Chair of Governors. If any member of



staff does not feel the situation has been addressed appropriately at this point then they should contact Children's Services directly with their concerns. See Appendix N/O.

6.12 The School recognises that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. **This Is Called Peer On Peer Abuse.** This is most likely to include, but not be limited to: bullying (including cyber bullying), gender based violence/sexual assaults, upskirting, sexting and initiation/hazing type rituals. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse, as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

6.13 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. The Director of Student Progress, Learning and Support is always available to give further advice in this area. These additional barriers can include:

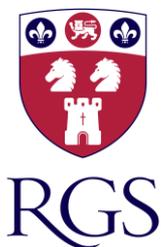
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying - without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

6.14 Staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

6.15 Where FGM has taken place, there has been a mandatory reporting duty placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement. Further information on when and how to make a report can be found in the following Home Office guidance: '[Mandatory Reporting of Female Genital Mutilation - procedural information](#)' (October 2015) (see appendix D).

6.16 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. We ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping students safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with Local Channel procedures and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of students.



6.17 We recognise that our students could be at risk from or involved in serious violent crime, for example as the result of membership of a gang. Where students are have unusual and increased patterns of absence from school, where there is a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing or signs of assault or unexplained injuries, unexplained gifts or new possessions the staff are aware that they need to consider the possibility that a child may have been approached by or involved with individuals associated with criminal networks.

In such circumstances the School will refer to Newcastle Safeguarding Children Partnership guidelines and Home Office guidelines "Preventing youth violence and gang involvement" and "Criminal exploitation of children and vulnerable adults: county lines guidance".

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school they will record their concern by reporting it to the DSL and by logging information on the School's CPOMS system.

7.2 Any information recorded is kept in a separate named file, in a secure cabinet, (from September 2018 on CPOMS), and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file, or CPOMS *Child Protection* category from September 2018, and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. Where paper safeguarding files are used, they include; a chronology, key information front cover and will record significant events in the child's life.

7.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the School roll to home educate, the School will make arrangements to pass any safeguarding concerns to the Local Authority.

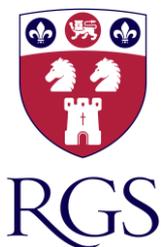
When storing and transferring data, the School takes care to administer personal data in compliance with GDPR procedures. When asked for personal data, the School will make every effort to confirm the identity of the person requesting information for example, asking to return a call to a specific number or checking ID.

8. WORKING WITH PARENTS & CARERS

8.1 RGS is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new students join the School, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.



8.4 We seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the School has about a child will not prevent the DSL making a referral to Children's Services in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the School requires parents to provide accurate and up to date information regarding:

- full names and contact details of all adults with whom the child normally lives;
- full names and contact details of all persons with parental responsibility (if different from above);
- emergency contact details (if different from above);
- full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the student file. The School will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the School has been supplied with the adult's full details in writing.

9. CHILD PROTECTION CONFERENCES

9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the School in respect of individual children. Usually the person representing the School at these meetings will be the DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

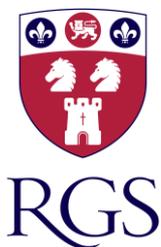
9.3 All reports for child protection conferences will be prepared in advance using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

10.1 The School will ensure that the Headteacher, Bursar, HR Manager and at least one other member of the Senior Leadership Team have completed appropriate safer recruitment training. At all times the Head Teacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education', DfE (2020).

10.2 RGS uses a robust recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept



testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3 We maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. We also use the SCR to record latest safeguarding training.

10.4 In accordance with the requirements of 'Keeping Children Safe in Education', DfE (2020) we recognize the broader range of behavior of an adult, which may indicate a person poses, or might pose, a risk of harm if they continue to work in regular or close contact with children. This is more commonly known as the 'harm test': a person has 'behaved or may have behaved in a way that indicates they may not be suitable to work with children' (para 211 KCSIE 2020), known as *transferrable risk*.

10.5 For more detailed information on safer recruitment procedures see our [SAFER RECRUITMENT POLICY](#).

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

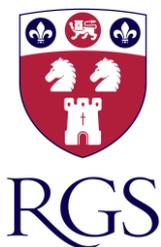
11.2 All staff are provided with a copy of the school's [STAFF BEHAVIOUR POLICY](#) at induction. They will be expected to know the school's Staff behaviour policy and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident, or is hurt, or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling as outlined in the [STAFF BEHAVIOUR POLICY](#) must be adhered to.

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors should have a clear glass panel in them and be left open whenever practicable.

11.4 There are some circumstances where staff are, rightfully, engaged in one-to-one teaching or support for example, peripatetic music teachers (known as VMTs), sports coaches, counsellors and medical staff. In these circumstances staff are given added guidance as part of their induction in order to maintain appropriate safeguards including, but not limited to:

- Working in a room with clear glass in the door and making sure visibility is not masked;
- making and adhering to a published timetable of appointments;
- consistency of professional boundaries such as asking students if they would prefer someone with them;
- seeking help if needed;
- logging meetings with students with the Deputy Head Pastoral as indicated in the Staff Behaviour Policy.

11.5 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (October 2015). All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.



12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

12.1 Sometimes the behaviour of adults may lead to an allegation of abuse being made. Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. Many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

12.2 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the *local procedures* and Part 4 of 'Keeping Children Safe in Education', DfE (2020) are adhered to and will seek appropriate advice from the Designated Officer (LADO), Melanie Scott. The LADO will be contacted to request a [consultation or to make a referral](#).

12.3 If an allegation is made or information is received about any adult who works in or for school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head immediately. If the Headteacher is unavailable they should contact the DSL, who is the Deputy Head Pastoral. They will inform the Headteacher on his return.

This includes concerns relating to agency and supply staff and volunteers, even though they are not directly employed by the school (KCSIE 2020, para 56). Termination of their working arrangements should not occur without finding out the facts and liaising with the Governing body, LADO and supply agency to determine whether it is appropriate to suspend or redeploy the supply teacher to another part of the school whilst investigating the allegation, and work together to determine a suitable outcome.

Should an allegation be made against the Headteacher, this should be reported to the Chair of Governors without informing the Headteacher. In the event that the Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

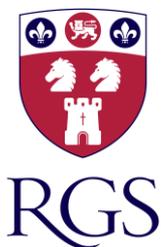
12.4 The Headteacher or Chair of Governors will seek immediate advice from the LADO and at least within one working day. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO, including whether or not to suspend the individual against whom the allegation has been made. All conversations with the LADO will be recorded in writing and any conversations with the member of staff, children or families concerned agreed beforehand.

12.5 The School is mindful of need to maintain confidentiality and that it has a duty to guard against unwanted publicity regarding the allegation. Therefore until an accused person is charged with an offence or the DfE/TRA have published information about the case, only key members of staff will be aware of the allegation and it will not be discussed with the staff in general, parents or students. However, the School needs to be mindful that students may feel they want to disclose further information and should feel able to do so.

12.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly. Further national guidance can be found at: [Advice on whistleblowing](#). [THE NSPCC WHISTLEBLOWING HELPLINE](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday or via email: help@nspcc.org.uk.

12.7 The School has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

NB. This includes staff who resign, volunteers who cease to work, student teachers, supply teachers and contractors. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at school, a referral will be made as



soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR Manager. Compromise agreements will not prevent a referral to the DBS.

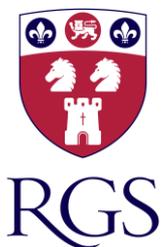
12.8 The School also has a duty to make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or resigned due to unacceptable professional conduct, conduct which may bring the profession into disrepute or a conviction for relevant offence. In such cases a prohibition order may be appropriate and the School will refer to the guidance on the TRA website when considering the referral.

13. RELEVANT POLICIES AND PROCEDURES

To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded, the following policies are also included under our safeguarding umbrella:

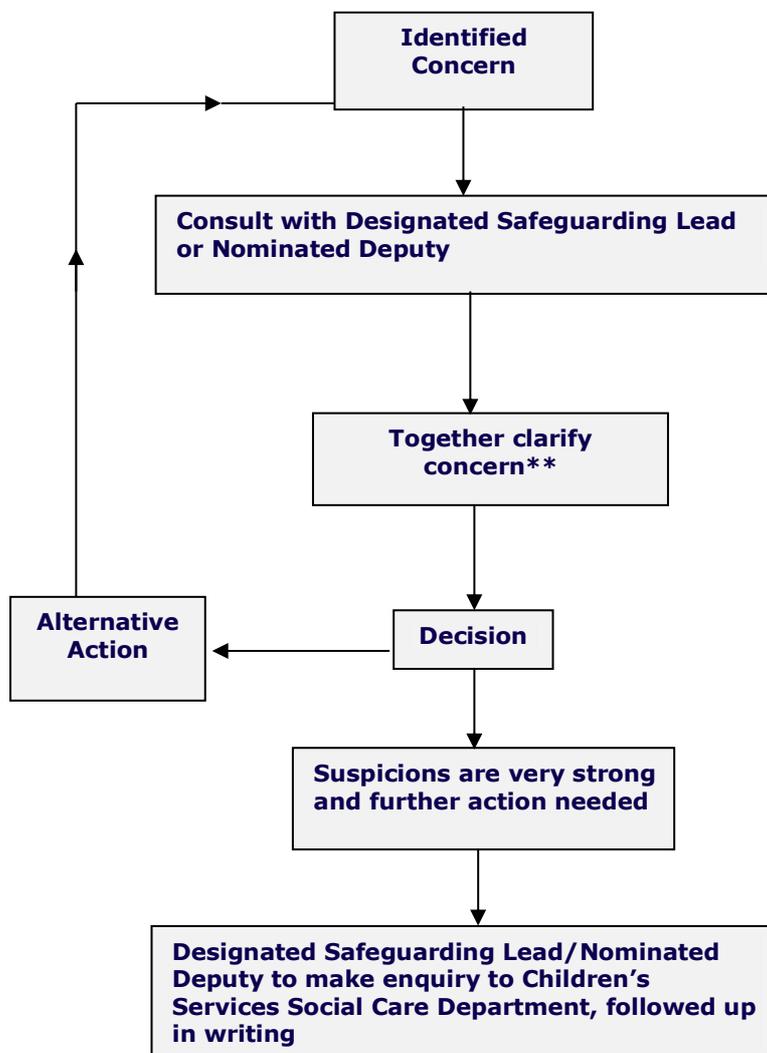
- Covid-19 Policy Amendments document in the event of remote-learning
- RGS Ethos
- Staff behaviour policy
- Anti-bullying policy
- Anti-cyberbullying policy
- Safer recruitment policy
- Whistleblowing policy
- Attendance policy
- Supervision policy
- E-safety policy
- Health and safety policy
- SEN policy
- Medical policy
- First Aid
- Educational visits
- Data protection
- Procedures for reporting a concern about an adult working with children
- Drugs policy
- Complaints policy
- PSHE scheme of work
- Supervision policy
- Supporting emotional wellbeing and mental health policy
- Procedure for responding to an incident of sexting
- The RGS approach to peer-on-peer abus

APPENDIX A – SUSPECTED CHILD AT RISK WHAT



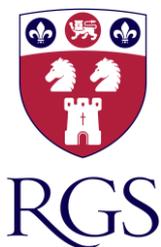
ACTION TO TAKE

Channels of communication should be quick and clear:



** Any member of staff who is unhappy with the joint decision made with the Designated Safeguarding Lead can consult with the Headteacher/Chair of Governors or seek advice from key staff within the Local Authority.

APPENDIX B: SAFEGUARDING INDUCTION SHEET



(FOR NEW OR SUPPLY STAFF AND REGULAR VISITORS OR VOLUNTEERS)

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternative post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from Junior or Senior School Reception, Sports Reception, the Bursar, Facilities Manager, Domestic Services Manager, Catering Manager and Performing Arts Centre Manager. Please ensure you complete all sections as described.

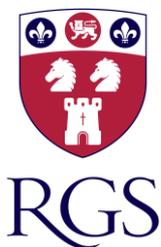
If you are unable to locate one of the designated professionals ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's parent or Foster Carer or a volunteer should be reported immediately to the Head Teacher. If an allegation is made about the Head Teacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Designated Officer on Tel: 0191 277 4636. [NSPCC WHISTLEBLOWING HELPLINE](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday or via email: help@nspcc.org.uk.

THE PEOPLE YOU SHOULD TALK TO IN SCHOOL ARE:

Designated Safeguarding Lead (DSL):	Sarah Longville
Location of office:	Heads of Year Office
Contact Number:	Ext 220
Alternative Designated Lead:	Naomi McGough/Karen Wall
Location of office:	Sixth Form Centre/Brandling House
Contact Numbers:	Ext 270 / 293
Headmaster:	Geoffrey Stanford
Contact Number:	Ext 256

AT RGS WE STRIVE TO SAFEGUARD AND PROMOTE THE WELFARE OF ALL OF OUR CHILDREN.



APPENDIX C – SPECIFIC SAFEGUARDING ISSUES

VULNERABILITY

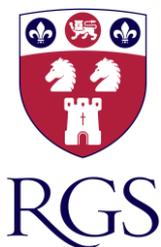
Alongside the specific safeguarding issues listed below, staff should consider children who may be particularly vulnerable to abuse and may require early help.

Factors that can increase vulnerabilities can include:

- any children with additional needs including;
- children with Special Educational Needs/Disabled children (SEND);
- children facing housing issues such as frequent moves and homelessness;
- those living in families with chaotic lifestyles;
- those living in families who experience domestic abuse
- families with increased stress, parental mental health and/or drug and alcohol dependency;
- those children living elsewhere, with friends, relatives, are in care or are leaving care;
- Asylum Seekers/Refugees;
- Those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability;
- Children at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse;
- Children with communication difficulties;
- Children without adequate parenting/supervision which could lead to abuse, risk-related behaviour and sexual exploitation.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

For more information on specific safeguarding issues please refer to Part 1 & annex A of Keeping Children Safe in Education 2020.

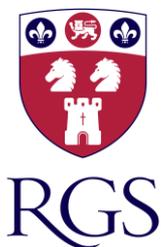


APPENDIX C1 – CHILD SEXUAL EXPLOITATION

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

SIGNS INCLUDE:

- Underage sexual activity
- Inappropriate sexual or sexualised behavior
- Sexually risky behaviour, 'swapping' sex
- Repeated sexually transmitted infections
- In girls, repeated pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile phone
- Having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Moving around the country, appearing in new towns or cities, not knowing where they are
- Getting in/out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people or situations
- Hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people into exploitative situations
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress)
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- Drug or alcohol misuse
- Getting involved in crime/police involvement, police records
- Involved in gangs, gang fights, gang membership
- Injuries from physical assault, physical restraint, sexual assault.



APPENDIX C2 – CHILD CRIMINAL EXPLOITATION & COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines. Criminal networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for purposes of transporting drugs. A referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county line exploitation:

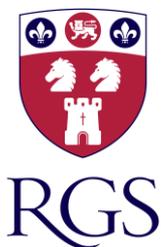
- can affect any child or young person (male or female) under the age of 18 years;
- can affect a vulnerable adult over the age of 18 years;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be linked to gender, cognitive ability, physical strength, status and access to economic or other resources. (KCSIE 2020)

SIGNS AND SYMPTOMS MAY INCLUDE:

- Persistently going missing from home or school
- Being found out of area
- Unexplained acquisition of money, clothes or mobile phone
- Excessive receipt of calls and text messages
- Relationships with older controlling individuals
- Associated with gangs
- Leaving home or care without explanation
- Suspicion of self-harm, physical assault or unexplained injuries
- Parental concerns
- Significant decline in school performance
- Significant changes in emotional wellbeing.

FURTHER INFORMATION:

https://0fb80032-034f-41f6-b700-09747b605a59.filesusr.com/ugd/275b7d_d00fe786869a40e0a8494ce39241a416.pdf



APPENDIX D – BELIEF AND FAITH RELATED ABUSE

D1: FEMALE GENITAL MUTILATION (FGM)

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

WHAT IS FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 TYPES OF PROCEDURE:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy: partial/total removal of clitoris	Excision: partial/total removal of clitoris and labia minora	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

WHY IS IT CARRIED OUT?

Belief that:

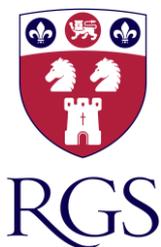
- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman/rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean/hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier.

IS FGM LEGAL?

FGM is internationally recognised as a violation of human rights of girls and women. It is **ILLEGAL** in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)



- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

SIGNS THAT MAY INDICATE A CHILD HAS UNDERGONE FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure.

THE 'ONE CHANCE' RULE:

As with Forced Marriage, there is the 'One Chance' rule. It is essential that settings/schools/colleges take action **WITHOUT DELAY**. As KCSIE now states:

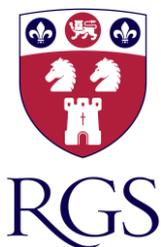
'Under section 5B of the Female Genital Mutilation Act 2003 (as inserted by sect 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover that FGM appears to have been carried out on a girl under 18. Those falling to report such cases will face disciplinary sanctions'

FURTHER INFORMATION:

https://0fb80032-034f-41f6-b700-09747b605a59.filesusr.com/ugd/275b7d_9827dc1c253241a3aa12eb6ff3cc7a00.pdf

www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

https://0fb80032-034f-41f6-b700-09747b605a59.filesusr.com/ugd/275b7d_609e5470bf6d4e949f358f3e19e3d172.pdf



D2: SO-CALLED 'HONOUR-BASED' VIOLENCE

So-called 'honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including:

- Female Genital Mutilation (FGM)
- Forced Marriage
- Breast ironing

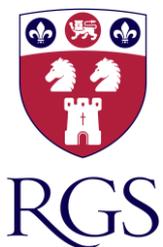
Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the Designated Safeguarding Lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

D3: FORCED MARRIAGE

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. (*KCSIE 2020*)

SIGNS AND SYMPTOMS MAY INCLUDE:

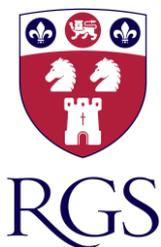
- Students may appear anxious, depressed and emotionally withdrawn with low self-esteem.
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia.
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol.
- Often students' symptoms can be exacerbated in the periods leading up to the holiday season.
- Students may present with a sudden decline in their performance, aspirations or motivation.
- They may be subject to excessive restrictions and control at home.
- Some students may not be allowed to attend any extra-curricular or after-school activities.
- Girls and young women may be accompanied to and from school/college, and even during lunch breaks.
- Some students may stop attending school or college.
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members.
- Students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness.



- Professionals being told that the student is out of the country.
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends.
- Conflict between the student and their parents about whether the student will be allowed to continue their education.
- Family history of older siblings leaving education early and marrying early.

HOW EDUCATION PROFESSIONALS CAN HELP:

- Signposting, where appropriate, to forced marriage materials or where further support and advice can be accessed.
- Displaying relevant information e.g. details of the NSPCC Helpline, Child Line, and appropriate local and national support groups on forced marriage.
- Ensuring that a private telephone is made available should students need to seek advice discreetly.
- Educating teachers, lecturers and other staff about the issues surrounding forced marriage and the presenting symptoms – appropriate training should be included in continuing professional development (CPD).
- Referring students to an Education Welfare Officer, Pastoral Tutor, Learning Mentor or School Counsellor as appropriate.
- Encouraging young people to access appropriate advice, information and support.



APPENDIX E – RADICALISATION

The Counter Terrorism and Security Act 2015 was published on 12th March 2015. Section 26 of the Act places a duty on schools in England (and Wales) to prevent people being drawn into terrorism. This duty applies to all schools, whether publicly-funded or independent, and organisations covered by the Early Years Foundation Stage framework.

SCHOOL LEADERS MUST:

- Establish or use existing mechanisms for understanding the risk of extremism
- Ensure staff understand the risk and build capabilities to deal with it
- Communicate and promote the importance of the duty
- Ensure staff implement the duty effectively.

OTHER DUTIES ON SCHOOLS INCLUDE:

- Effective partnership working with other local agencies, eg. Safeguarding Partners, police, health, etc.
- Information sharing
- Maintaining appropriate records
- Assessing local risk of extremism (including Far Right extremism)
- Demonstrating they are protecting children
- Developing clear protocols for visiting speakers
- Safeguarding policies that take account of Local Safeguarding Partners' policies and procedures
- Training staff to give them knowledge and confidence
- Ensuring there is robust ICT protocols that filter out extremist materials
- School buildings must not be used to give a platform to extremists.

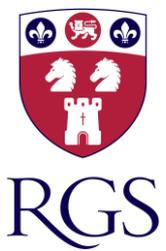
UNDERSTANDING AND RECOGNISING RISKS AND VULNERABILITIES OF RADICALISATION

Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **SIGNIFICANT HARM**.

The risk of radicalisation is the product of a number of factors and identifying this risk requires that staff exercise their professional judgement, seeking further advice as necessary. It may be combined with other vulnerabilities or may be the only risk identified.

POSSIBLE INDICATORS INCLUDE:

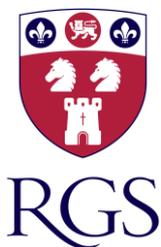
- Use of inappropriate language
- Possession of violent extremist literature
- Behavioural changes
- Advocating violent actions and means



- Association with known extremists
- Seeking to recruit others to an extremist ideology.

FURTHER INFORMATION:

www.gov.uk/government/publications/prevent-duty-guidance



APPENDIX F: PRIVATE FOSTERING

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

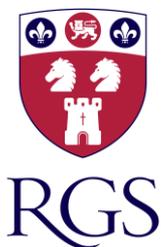
People become involved in private fostering for all kinds of reasons. Examples of private fostering include – Safeguarding Policy for Schools and Education Services - September 2016:

- Children who need alternative care because of parental illness.
- Children whose parents cannot care for them because their work or study involves long or antisocial hours.
- Children sent from abroad to stay with another family, usually to improve their educational opportunities.
- Unaccompanied asylum seeking and refugee children.
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents.
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the School to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

FURTHER INFORMATION:

www.gov.uk/government/publications/children-act-1989-private-fostering



APPENDIX G: CHILDREN MISSING EDUCATION:

A child going missing from education is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a student goes missing for an extended period, or on repeat occasions.

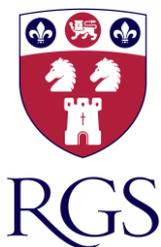
The School must notify the Local Authority of any student/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the School's permission for a continuous period of 10 days or more. The School (regardless of designation) must also notify the Local Authority of any student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education).
- Has ceased to attend school and no longer lives within a reasonable distance of the School at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the School of the change).
- Displaced as a result of a crisis e.g. domestic violence or homelessness.
- Has been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age.
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the School at the end of that period.
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'. School absences may be a sign of abuse so please ensure you follow your *ATTENDANCE POLICY* and report any concerns you may have.

Further information can be found in 'Children Missing Education: statutory guidance for local authorities – September 2016'

www.gov.uk/government/publications/children-missing-education



APPENDIX H: PEER ON PEER ABUSE

At RGS, we recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. Peer on peer abuse will not be tolerated or passed off as part of 'banter' or 'growing up'.

In cases where peer on peer abuse is identified, we will follow our child protection procedures, recognising that both the victim and perpetrator will require support. The initial concern, however raised, will be recorded on CPOMS and additional information from disclosures by victims, perpetrators, friends, staff or family will be added to build a picture of the nature and extent of the abuse and the interventions employed.

We recognise that peer on peer abuse can manifest itself in many ways:

- Child sexual exploitation/Child criminal exploitation
- Bullying
- Radicalisation
- Abuse in intimate friendships/relationship abuse
- Children who display sexually harmful behaviour
- Gang associated and serious violence
- Technology can be used for bullying and other abusive behaviour.

There are a number of factors that make children more vulnerable to peer on peer abuse: experience of abuse within their family, living with domestic violence, young people in care, children who go missing, children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (both by adults and peers). We recognise that both boys and girls experience peer on peer abuse but they do so in gendered ways.

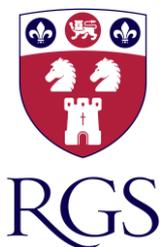
A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between two people. Students don't have to be an 'official couple' to experience abuse and it doesn't matter what the relationship looks like; gay, straight or bi, nor does the gender identity of the student matter.

PREVENTING PEER-ON-PEER ABUSE

Peer abuse can be prevented. The School employs a number of measures to maintain awareness of the possibility of peer-on-peer abuse.

- Have clear robust policies on dealing with key issues such as cyberbullying.
- Ensure staff and students are aware of the policies and understand them.
- Identify any blind spots within the School.
- Supervise and be aware of potential risky areas, tents in play areas etc.
- Pay attention and monitor children who are sneaking off in areas out of view.
- Take steps to prevent isolation.



- Separate children if needed.
- Increase supervision during key times.
- If you suspect a child is abusing another, ensure you pass this onto a Designated Person.
- Where risk is identified have a student risk assessment in place.

RESPONDING TO CONCERNS OR ALLEGATIONS OF PEER-ON-PEER ABUSE

GENERAL PRINCIPLES

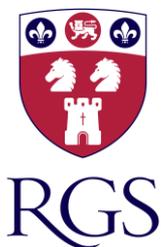
It is essential that all concerns/allegations of peer-on-peer abuse are handled sensitively, appropriately and promptly. The way in which they are responded to can have a significant impact on our school environment. Any response should:

- Include a thorough investigation of the concerns/allegations and the wider context in which they may have occurred (as appropriate).
- Treat all children involved as being at potential risk - while the child allegedly responsible for the abuse may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves. The School will ensure a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it, and additional sanctioning work may be required for the latter.
- Take into account:
 - that the abuse may indicate wider safeguarding concerns for any of the children involved, and consider and address the effect of wider socio-cultural contexts - such as the child's/children's peer group (both within and outside the School); family; the school environment; their experience(s) of crime and victimisation in the local community; and the child/children's online presence. Consider what changes may need to be made to these contexts to address the child's/children's needs and to mitigate risk; and
 - the potential complexity of peer-on-peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited they are not consenting;
 - the views of the child/children affected. Unless it is considered unsafe to do so (for example, where a referral needs to be made immediately), the DSL should discuss the proposed action with the child/children and their parents and obtain consent to any referral before it is made. The School should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so.

What should you do if you suspect either that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s)?

If a child is in immediate danger, or at risk of significant harm, a referral to children's social care (if the student is aged under 18) and/or the police should be made immediately. Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

If a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of



action can be agreed.

PEER-ON-PEER ABUSE TOOLKIT

If a child speaks to a member of staff about peer-on-peer abuse that they have witnessed or are a part of, the member of staff should listen to the child and use open language that demonstrates understanding rather than judgement.

HOW WILL THE SCHOOL RESPOND TO CONCERNS OR ALLEGATIONS OF PEER-ON-PEER ABUSE?

The DSL will discuss the concerns or allegations with the member of staff who has reported them and will, where necessary, take any immediate steps to ensure the safety of the child/all children affected.

The DSL will always use their professional judgement to determine whether it is appropriate for alleged behaviour to be dealt with internally and, if so, whether any external specialist support is required. In borderline cases, the DSL may wish to consult with children's social care and/or any other external agencies on a no-names basis to determine the most appropriate response. Where the DSL considers or suspects that the behaviour in question might be abusive or violent on a spectrum (as opposed to inappropriate or problematic), the DSL will contact the Newcastle MASH or Children's Social Care immediately, and in any event within 24 hours of the DSL becoming aware of it. The DSL will discuss the allegations/concerns with social care or our safeguarding advisors and agree on a course of action, which may include:

A - Manage internally with help from external specialists where appropriate and possible. Where behaviour between peers is abusive or violent (as opposed to inappropriate or problematic), scenarios B, C or D should ordinarily apply. However, where support from local agencies is not available, the School may need to handle allegations/concerns internally. In these cases, the School will engage and seek advice from external specialists.

B - Undertake/contribute to an inter-agency early help assessment, with targeted early help services provided to address the assessed needs of a child/children and their family. These services may, for example, include CAMHS/CYPS, a specialist harmful sexual behaviour team, and/or youth offending services.

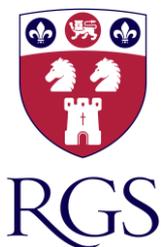
C - Refer child/children to children's social care for a section 17 and/or 47 statutory assessment. As a matter of best practice, if an incident of peer-on-peer abuse requires referral to and action by children's social care and a strategy meeting is convened, then the School will hold every professional involved in the case accountable for their safeguarding response, including themselves, to both the child who has experienced the abuse, and the child who was responsible for it, and the contexts to which the abuse was associated.

D - Report alleged criminal behaviour to the Police. Alleged criminal behaviour will ordinarily be reported to the Police. However, there are some circumstances where it may not be appropriate to report such behaviour to the Police, for example, where the exchange of youth produced sexual imagery does not involve any aggravating factors. All concerns/allegations will be assessed on a case by case basis, and in light of the wider context.

INDIVIDUAL RISK AND NEEDS ASSESSMENT

Where there is an incident of peer-on-peer abuse, the School will carry out a robust risk and needs assessment in respect of each child affected by the abuse. These risk assessments will:

- i) assess and address the nature and level of risks that are posed and/or faced by the child;
- ii) engage the child's parents and draw upon local services and agencies to ensure that the child's needs are met in the long-term. Consider whether any targeted interventions are needed to address the underlying attitudes or behaviour of any child; and
- iii) be reviewed at regular intervals in light of the child's on-going needs to ensure that real progress is being made which benefits the child.



If at any stage the child's needs escalate, the DSL should contact Children's Social Care to determine the appropriate course of action.

DISCIPLINARY ACTION

The School will consider whether disciplinary action may be appropriate for any child/children involved – any such action should address the abuse, the causes of it, and attitudes underlying it.

Disciplinary action may sometimes be appropriate, including:

- (a) to ensure that the child/children take(s) responsibility for and realise(s) the seriousness of their behaviour;
- (b) to demonstrate to the child/children and others that peer-on-peer abuse can never be tolerated; and
- (c) to ensure the safety and wellbeing of other children.

However, these considerations must be balanced against the child's/children's own potential unmet needs and any safeguarding concerns. Before deciding on appropriate action, the School will always consider its duty to safeguard all children from harm, the underlying reasons for a child's behaviour, any unmet needs, or harm or abuse suffered by the child, the risk that the child may pose to other children, and the severity of the peer-on-peer abuse and the causes of it.

The School will, where appropriate, consider the potential benefit, as well as challenge, of using managed moves or exclusion as a response, and not as an intervention, recognising that even if this is ultimately deemed to be necessary, some of the measures referred to in this policy may still be required.

Disciplinary interventions alone are rarely able to solve issues of peer-on-peer abuse, and the School will always consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards.

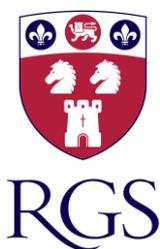
FURTHER INFORMATION:

www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Details some of the complicated reasons why children abuse other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional violence.
- The child may have viewed sexually explicit movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.

Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.



APPENDIX I: SEXUALLY HARMFUL BEHAVIOUR

SEXUALISED BEHAVIOUR

Green Behaviours	Amber Behaviours	Red Behaviours
<p>are part of safe and healthy sexual development which are:</p> <ul style="list-style-type: none"> • displayed between children or young people of similar age or developmental ability • reflect curiosity, experimentation, consensual activities and positive choices • 'normal' but inappropriate within the school/classroom setting 	<p>are potentially outside safe and healthy development due to:</p> <ul style="list-style-type: none"> • age or developmental differences • activity type, frequency, duration or context 	<p>are clearly outside safe and healthy development and:</p> <ul style="list-style-type: none"> • involve much more coerciveness, secrecy, compulsiveness & threats • require action from school & other agencies

For further information of sexualized behaviour thresholds, visit www.brook.org.uk

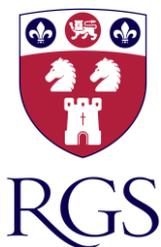
SEXUAL VIOLENCE & HARASSMENT IN SCHOOLS

Sexual violence and sexual harassment can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline.
- Sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about appearance, sexual "jokes" or taunting; physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes.
- Online sexual harassment, which might include: non-consensual sharing of sexual images / videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats.
- KCSIE 2019 makes clear that sexual violence and harassment exists on a continuum and that evidence shows that it is more likely that girls, LGBT children and children with SEND will be the victims of sexual violence and sexual harassment.
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable.
- Upskirting is now a criminal offence. Upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

At RGS we are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys'; and



- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks normalising them.

FURTHER INFORMATION:

www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

SEXTING

Sexting can be defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

If staff become concerned about a 'sexting' issue they should not look at, share or print any indecent image and should:

STEP 1: If a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off.

STEP 2: Seek advice - give the electronic device immediately to the DSL. Report your concerns following our normal child protection procedures.

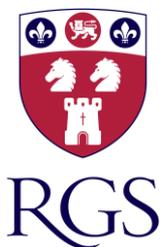
CONCERNING FACTORS THAT DSLs SHOULD LOOK OUT FOR:

- ✓ Is there a significant age difference between the sender/receiver?
- ✓ Is there any external coercion involved or encouragement beyond the sender/receiver?
- ✓ Do you recognise the child as more vulnerable than usual i.e. at risk? Is the image of a severe or extreme nature?
- ✓ Is the situation isolated or has the image been more widely distributed?
- ✓ Have these children been involved in a sexting incident before?
- ✓ Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Remember: The production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved. The School follows the guidelines published by UKCCIS.

FURTHER INFORMATION:

www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis



APPENDIX J: ONLINE SAFETY

The RGS recognises that the fast paced development of internet technology brings both benefit and danger to young people and the School works in a variety of ways to educate its students to understand and use technology, particularly internet access and social media, safely.

Through use of technology in lessons students in both the Junior and Senior School are taught about appropriate use of technology and educated on potential risks online. In the Junior School students do not have access to their own devices during the school day. If students bring a device into school it is collected in and stored by the form teacher until the end of the day.

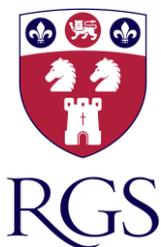
In the Senior School, students are allowed to bring their own device into school. Parents are advised both before the start of Year 7 and as part of parental briefings during the school year to consider carefully what access to 3G/4G networks they want their child to have and to have filters set accordingly. In Years 7 & 8, students may be asked to hand their phones in during the school day, particularly at the start of the academic year.

The Senior School does not allow use of mobile technologies in the Dining Hall during lunch or whilst moving around the corridors. Mobile devices should be away and switched to silent during lessons, unless the teacher has given specific permission otherwise. Misuse of phones during the school day will result in the confiscation of devices. All students have access to appropriately filtered school Wi-Fi. The School also uses specific software which monitors student activity online and alerts the School to safeguarding concerns.

The School recognises that e-safety can only be effective when conducted in partnership with parents and families. The school website has a specific area for e-safety where students and parents can find a link to CEOP (to report abuse). Parents are supported in understanding and protecting their children online through formal opportunities to attend talks and access to the Parentzone portal via the school website.

The School reviews its e-safety approach throughout the school year and uses the SWGfI 360 Safe tool to help audit our provision. The Digital Strategy Group brings together key teaching and support staff to develop all aspects of the school's use of technology, including e-safety.

Further detail can be found in the *E-SAFETY POLICY*, *STAFF ACCEPTABLE USE POLICY*, *STUDENT ACCEPTABLE USE POLICY*.



APPENDIX K: TRAFFICKING & MODERN SLAVERY

Trafficking of persons shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

'CHILD' shall mean any person under eighteen years of age.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **NOT CONSIDERED POSSIBLE FOR CHILDREN TO GIVE INFORMED CONSENT**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

WHY ARE CHILDREN TRAFFICKED?

Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as 'organ donation or 'harvesting', all agencies should remain vigilant

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin which might make children vulnerable to being trafficked.

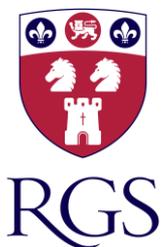
The factors listed below are by no means a comprehensive list:

- Poverty
- Lack of education
- Discrimination
- Cultural attitudes
- Grooming
- Dysfunctional families
- Political conflict and economic transition
- Inadequate local laws and regulations.

POTENTIAL INDICATORS

Once in the UK the child:

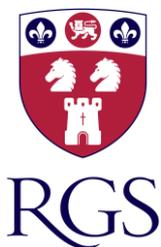
- receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- has a history with missing links and unexplained moves;
- has gone missing from Local Authority care;



- is required to earn a minimum amount of money every day;
- works in various locations;
- has limited freedom of movement;
- appears to be missing for periods;
- is known to beg for money;
- performs excessive housework chores and rarely leaves the residence;
- is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address;
- has not been registered with or attended a GP practice;
- has not been enrolled in school;
- has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person; and/or
- is excessively afraid of being deported.

FURTHER INFORMATION:

www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance



APPENDIX L: DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological
- Physical
- Sexual
- Financial
- Emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

SIGNS, INDICATIONS AND EFFECTS

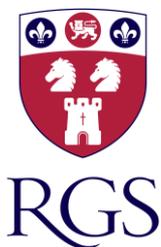
It is often difficult to tell if domestic abuse is happening because it usually takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may:

- Become aggressive
- Display anti-social behaviour
- Suffer depression or anxiety
- Not do as well in school – due to difficulties at home or disruption of moving to as well as from refuges.

OTHER SIGNS AND SYMPTOMS MAY INCLUDE:

Withdrawn, suddenly behaves differently, clingy, problems sleeping, eating disorders, wets the bed, soils clothes, takes risk, misses school, changes in eating habits, obsessive behaviour, nightmares, drugs, alcohol, self-harm, thoughts of suicide. *Source* www.nspcc.org.uk

Staff are encouraged to be particularly open to the possibility that students may experience or witness domestic abuse. In independent schools, the reporting of domestic abuse is abnormally low. There are a number of factors (both positive and negative) which might contribute to low levels of reporting but principally students and families may fear that the consequences of reporting abuse may be that the family is no longer in a position to fund a school place or that extended family or the local community will judge the family.



APPENDIX L: HOMELESSNESS

In most cases, the School will be considering homelessness in the context of children who live with their families and intervention will be on that basis. It is not unheard of in our school for students in the sixth form (aged 16-18) to report that they are living independently from their parents, for example through their exclusion from the family home. If this is the case, it is a safeguarding matter that will normally be referred to Children's services, although the child's circumstances will be taken into account so that appropriate referrals are made.

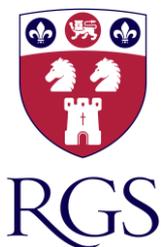
TYPES OF HOMELESSNESS AND BAD HOUSING:

- Living in temporary or emergency accommodation (such as B & Bs and hostels).
- Hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions).
- Couch/sofa surfing, moving from one place to another.
- Being at risk of abuse or violence leading to homelessness or overcrowding.

IMPACT OF HOMELESSNESS

- Practical issues include loss of possessions required for school e.g. books, uniform etc.
- Maybe unkempt due to lack of laundry services.
- Physically exhausted due to sleeping arrangements.
- Emotionally exhausted due to increased stress.
- Signs of severe emotional trauma leading to emotional stress, anxiety.
- Changes in behaviour or/and problematic behaviour.
- Student may become withdrawn or aggressive.
- If placed out of area they may arrive late or miss school due to transport/financial difficulties.
- The student's ability to maintain relationships may be affected.
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness.
- Impact on attainment levels and ability to learn.

Source: *Shelter 2017*



APPENDIX M: MENTAL HEALTH

KCSIE 2020 makes a clearer link between mental health and safeguarding, and stresses the role that schools play in detecting possible problems and supporting good mental wellbeing. All staff should be aware that mental health problems can be an indication of abuse, neglect or exploitation (KCSIE 2020, paras 34-38).

We should not attempt to diagnose mental health problems, but we are well placed to identify behavior which may indicate that a child is experiencing mental health problems or is at risk of developing one.

Staff should immediately raise any mental health concern as a safeguarding concern with the DSL or DDSL.

Staff should be aware how adverse childhood experiences (ACEs), like abuse and neglect, can have a lasting impact on a child's mental health, behavior and education.

Schools must recognize their role in supporting their students' mental health, and governing bodies should ensure that clear systems and processes are in place for identifying possible problems, routes for escalation and referrals.

Staff should receive training on how to identify and manage more common mental health problems, and that mental health is a possible indicator of safeguarding concerns.

Schools should reflect on the support and reporting systems in place for pupils, and how they best promote good mental health and wellbeing in their school. They should consider any training opportunities for relevant staff, and follow the progress of the national rollout of the Mental Health Services and Schools and College [Link Programme](#) which should be available to all state schools by 2025. RGS has registered its interest in being part of the Mental Health Support Teams (MHST) in schools as part of the government's response to the link programme (March 2020).

FURTHER INFORMATION:

Advice and guidance can be found in [Mental Health and Behaviour in Schools](#) which sets out best practice in this area.

Public Health England has guidance on promoting children and young people's emotional health and wellbeing [here](#).

Link Programme information: <https://www.annafreud.org/what-we-do/schools-in-mind/our-work-with-schools/the-link-programme/>

APPENDIX N – KEY SAFEGUARDING CONTACTS (NEWCASTLE UPON TYNE)

Social Care (Newcastle upon Tyne)	
Initial Response Service Children's Social Care Civic Centre, Barras Bridge Newcastle upon Tyne NE1 8QH Tel: 0191 277 2500	Out of hours Emergency Duty Team Civic Centre Barras Bridge Newcastle upon Tyne NE1 8PU Tel: 0191 2787878
Children's Social Care West Children's Services Directorate, Westgate College West Road Newcastle upon Tyne, NE4 9LU Tel: 0191 277 2111	Children's Social Care East Children's Services Directorate, Allendale Depot, Allendale Road Byker Newcastle upon Tyne, NE6 2SZ Tel: 0191 278 8500

LOCAL AUTHORITY DESIGNED OFFICER (LADO)

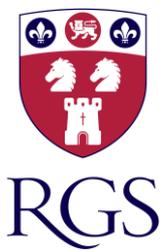
LADO (Newcastle upon Tyne)	Telephone Number
Melanie Scott Civic Centre Barras Bridge Newcastle upon Tyne NE1 8PU	Tel: 0191 277 4636

POLICE/LAW & ORDER

Department/Station	Telephone Number
Police Child Abuse and Vulnerable Adults Unit Protecting Vulnerable People Unit Middle Engine Lane Police Station Wallsend NE28 9NT	Tel: 101
Gateshead Police Station High West Street Gateshead NE8 1BN	Tel: 03456 043 043
Ian Wilkinson (5105) Newcastle, Gateshead and Sunderland Schools Safeguarding Coordinator	
Miriam Harper (9630) Northumberland, N & S Tyneside Schools Safegaurding Coordinator	
Prevent team Email: specialbranch@northumbria.pnn.police.uk	Tel: 101 ext. 63854
Anti Terrorist hotline	0800789321
Hate Crime: PC David (Bart) Burton 2832, Communities Engaged Team Email: 2832@northumbria.pnn.police.uk	0191 221 8315
For a non-police matter regarding hate crime, Newcastle City Council recommend contacting www.stophateuk.org	

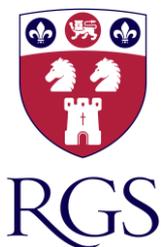
EDUCATION

Department (Newcastle upon Tyne)	Telephone Number
Children Missing in Education Team	Tel: 0191 277 4500



OTHER CONTACTS

Title	Telephone Number
NSPCC Whistleblowing Helpline	Helpline:0808 800 5000
Newcastle and Gateshead Children and Young Persons Support (CYPS)	Tel: 0191 246 6913



APPENDIX O – REGIONAL KEY SAFEGUARDING CONTACTS

Usually the DSL or deputy DSL, with the consent of the Headmaster will make a referral to social care. However **ANYONE** can contact social care if they believe a child is at risk of serious harm and the School is not acting appropriately.

We are mindful that whilst the vast majority of students live in Newcastle, many of our students will live in neighbouring authorities who will have similar procedures. The procedures for the Local Safeguarding Partnerships can be found by following these links:

Newcastle	www.nscb.org.uk
Sunderland	www.sunderlandscb.com
North Tyneside	www.northtyneside.gov.uk
South Tyneside	www.southtyneside.gov.uk
Northumberland	www.northumberland.gov.uk
Gateshead	www.gateshead.gov.uk/LSCB
County Durham	www.durham-lscb.gov.uk

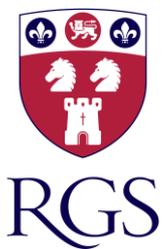
A student should be referred to the social care department in the authority in which they live:

Newcastle	0191 277 2500
Sunderland	0191 566 1500
North Tyneside	0191 643 7979
South Tyneside	0191 424 5010
Gateshead	0191 433 2653
County Durham	0845 850 5010

Northumberland is divided into locality teams:

Alnwick	01665 626830
Ashington	01670 815060
Bedlington	01670 536800
Berwick	01289 334000
Blyth	01670 354316
Cramlington	01670 712925
Hexham	01434 603582
Morpeth	01670 516131
16+ team	01670 714925

In all cases of concerns regarding an adult working with children the Newcastle **LADO** should be contacted: **Melanie Scott** 0191 277 4636



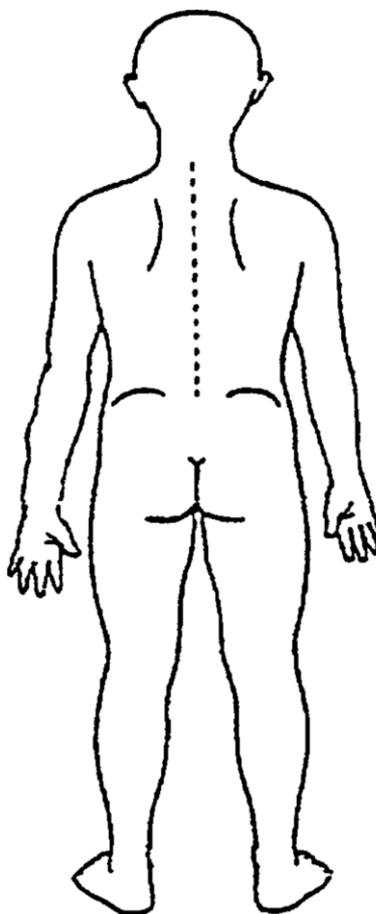
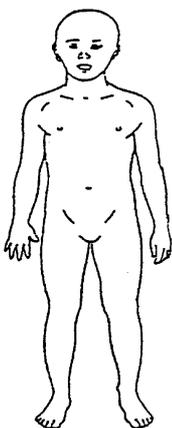
APPENDIX P – CAUSE FOR CONCERN SHEET

Full Name of Child:		DOB:
Time of concern:	Date of concern:	Place of concern:
Concern:		
Detailed Account:		
<p><i>(Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead/Deputy)</i></p>		
Member of Staff completing form		Role/Title

Please provide a copy to the Designated Safeguarding Lead

APPENDIX P – BODY MAP

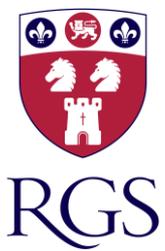
Child's Full Name	DOB	Date



Electronic Version:
Click and move the red dot to indicate where the injury is located on the body/face.



Description of injury/additional notes:		
Professional's Name	Professional's Designation	Contact Number



CONTACT DETAILS

Royal Grammar School, Eskdale Terrace, Newcastle upon Tyne NE2 4DX

Tel: 0191 281 5711

Admissions: admissions@rgs.newcastle.sch.uk

General enquiries: hm@rgs.newcastle.sch.uk

or communications@rgs.newcastle.sch.uk

www.rgs.newcastle.sch.uk