

Safeguarding and Child Protection Policy

Status	Statutory
Review Cycle	Annual Tiffin School's Safeguarding and Child Protection Policy is based upon the model Kingston and Richmond AfC policy. Tiffin's policy has been reviewed for September 2021 to include changes from KCSIE 2021, but is awaiting the release of the updated AfC model policy, after which it will be further updated.
Date written/last review	September 2021
Date of next review	September 2022

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1. Terminology

Safeguarding and promoting the welfare of children refers to **the** process of protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

Child protection refers to the processes undertaken to **protect children who have been identified** as suffering, or being at risk of suffering significant harm.

Staff refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Child includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Significant Information

Kingston SPA: 020 8547 5008

LADO: 020 8891 7370

07774332675

lado@achievingforchildren.org.uk

Ealing LADO: Paul Andrews

020 8825 8930

asv@ealing.gov.uk

child.protection@ealing.cjsm.net

Merton LADO: 020 8545 3179

lado@merton.gov.uk

Surrey LADO (local authority designated officer) Safeguarding Children Unit 0300 200 1006 Select option 4 Safeguarding Children Unit Select option 3 LADO

2. Introduction and purpose

Tiffin School fully recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. This Safeguarding and Child Protection Policy is one of a range of documents which set out the safeguarding responsibilities of the school. We wish to create a safe, welcoming and vigilant environment for children where they feel valued and are respected.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We are aware that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

We are able to play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

This policy provides information regarding our safeguarding responsibilities and details how these responsibilities should be carried out.

3. Key personnel

<p>Designated Safeguarding Lead (DSL)</p> <p>Helen O’Sullivan Assistant Headteacher hosullivan@tiffin.kingston.sch.uk</p>	<p>Deputy Safeguarding Lead (DDSL)</p> <p>Robin Shaw SENCO rshaw@tiffin.kingston.sch.uk</p>	<p>Deputy Safeguarding Lead (DDSL)</p> <p>Lucy Hughes Deputy head of sixth Form lhughes@tiffin.kingston.sch.uk</p>
<p>Chair of Governors</p> <p>Phil Phillips</p>	<p>Designated Governor for Safeguarding/ Child Protection</p> <p>James Turner</p>	<p>Designated Governor for Safeguarding/ Child Protection</p> <p>Anna Jones</p>

Local Authority (contacts according to the home address)

Kingston and Richmond	<p>Children’s specialist services can be contacted via the Single Point of Access (SPA) Team: 0208 8547 5008 from 8am to 6pm, and other times via the out of hours duty social worker. The Local Authority Designated Officer can be contacted through the direct LADO line or SPA.</p>
<p>Schools Link Police Officer</p> <p>Kingston and Richmond Police</p>	<p>smudge.smith@met.police.uk</p> <p>rebecca.soole@met.police.uk</p> <p>101 (999 if immediate risk of harm)</p>
LADO:	<p>020 8891 7370</p> <p>0777 433 2675</p> <p>lado@achievingforchildren.org.uk</p>

4. Policy principles and aims

This policy aims to demonstrate to pupils, parents and other partners, Tiffin School's commitment to safeguarding and child protection.

The welfare of our children is paramount. All children, regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.

We recognise that all adults in our school have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.

Our school is committed to providing an environment in which children and young people feel safe, secure, valued and respected and which promotes their social, physical and moral development. Children in our school feel confident to, and know how to approach adults if they are in difficulties.

This policy is used in conjunction with staff training and continued professional development to:

1. raise staff awareness of the need to safeguard children and their responsibilities in identifying and reporting possible cases of abuse
2. provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children
3. emphasise the need for good levels of communication between all members of staff and develop and promote effective working relationships with other agencies, especially Achieving for Children (AfC) and the police
4. develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse; ensure that the structured procedure is followed by school staff in cases of suspected abuse

Pupils and staff involved in child protection issues will receive appropriate support.

5. Statutory framework, key statutory and non-statutory guidance

In order to safeguard and promote the welfare of children, Tiffin will act in accordance with the following legislation and guidance:

- [Children Act 1989 Care Planning, Placement and Case Review](#)
- [Children Act 2004](#)
- [Education Act 2002](#)
- [London Child Protection Procedures and Practice Guidance 2021](#)
- [Keeping Children Safe in Education 2021](#)
- [Working Together to Safeguard Children 2018](#)
- [What to do if You're Worried a Child is Being Abused](#)
- [Information Sharing](#)
- [Teachers Standards DfE 2013](#)
- [Inspecting safeguarding in early years education and skills standards 2021](#)
- [Equality Act 2010 and Public Sector Equality Duty](#)

We take seriously our responsibility to ensure that we have appropriate procedures in place for responding to situations in which we believe that a child has been abused or is at risk of abuse. Our procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse. We will take steps to ensure that any groups or individuals who hire and/or use our building or grounds inside or outside of school hours, follow the local child protection guidelines and are aware of their safeguarding duties.

We will ensure that all staff read and understand:

- Tiffin School's safeguarding and child protection policy
- At least Part 1 of Keeping Children Safe in Education (2020)
- Tiffin School's Staff code of conduct

We will ensure that all staff are aware of:

- Tiffin's Behaviour Policy
- Student Code of Conduct
- Anti-bullying policy
- Equality policy
- Online safety policy
- the safeguarding response to children who go missing from education – see Tiffin Attendance Policy
- Allegations against staff policy
- The role of the Designated Safeguarding Lead
- The identity of Tiffin's Designated Safeguarding Lead and Deputies

Tiffin School will publish our safeguarding and child protection policy on our website and hard copies will be available on request from the school office.

6. Roles and responsibilities

i. The Governing Board

The Governing Body of Tiffin is collectively responsible and **must** ensure that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day practice, using a whole school approach to safeguarding and Child Protection. They **must** comply with the Law.

Namely to ensure that:

- They liaise with the Headteacher and or designated teachers over safeguarding matters, this is a strategic role rather than operational. Governors will not be involved in concerns regarding individual children.
- Supporting the Headteacher and staff e.g. DSL in their role by ensuring the allocation of funding and resources is sufficient to meet current safeguarding activity through a safeguarding action plan.
- There is an Effective Safeguarding and Child Protection policy which reflects the whole school approach, with a policy and procedure for peer on peer abuse.
- A Behaviour Policy which includes measures to prevent bullying that includes prevention of cyberbullying, prejudice based and discriminatory bullying.
- A Staff Code of Conduct that includes the process for responding to low level concerns and acceptable use of technology.
- Appropriate safeguarding arrangements for children that go missing from education particularly on repeat occasions.
- The Governing Body has a nominated governor responsible for safeguarding who has undertaken appropriate training for the role. This may include deputy governors also and is dependent on size of school.
- To ensure the school is in accordance with the relevant legislation and local guidance agreed through the local safeguarding partnership arrangements put in place by the respective local authorities (Kingston and Richmond).
- To ensure children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal, social, health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE).
- School leaders report to the governing body at least annually. This should include feedback on self-evaluation activity and the local authority section 11 annual review of safeguarding.
- To ensure the education provision fully engages with the local authority in their annual review of safeguarding procedures, providing relevant information in a timely manner. The Chair of governors should sign to confirm accuracy of the education provisions arrangements, and ensure any concerns are remedied without delay.
- To ensure that the governing body receive safeguarding training and the safeguarding governor attends appropriate training that guides governors in their strategic responsibilities in order to provide appropriate challenge and support for any action and to progress areas of weakness or development in the schools safeguarding arrangements.

- The roles of the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead will be explicit in their job descriptions and we will ensure that they have the time and resources to fulfil their duties.
- To ensure there are clear lines of accountability within the school's leadership for safeguarding
- To ensure the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children (and disqualification by association regulations where applicable). We will do this by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training
- There is a nominated governor or the Chair that will act as case manager for dealing with allegations of abuse against the Headteacher. Allegations should be reported to the Local Authority Designated officer.
- To ensure that all staff sign to say they have read, understood and agree to work within Tiffin's safeguarding and child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education 2021 Part 1 and Annex A and ensure that the policies are used appropriately.
- The establishment's governors should not be involved in details of individual cases, however, they should be provided with an anonymised report at the end of the academic year outlining the number of cases managed and other statistics relevant in the school e.g. exclusion data and children taken off roll.

ii. The Headteacher

The Headteacher will ensure that:

- The safeguarding and child protection policy and related policies and procedures are implemented and followed by **ALL** staff.
- Systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- Safeguarding is included in the curriculum and delivered across the key stages through the Relationships and Sex Education and Personal, Social, Health and economic education (PSHE).
- The Headteacher will liaise with the local authority designated officer (LADO) within 24 hours, before taking any action and then on an ongoing basis, where an allegation is made against a member of staff or volunteer.
- Ensure we maintain a single central record which is reviewed regularly by the safeguarding governor. The single central record includes:
 - Identity check, right to work in the UK, disclosure and barring check, barred lists check, European Community Check, Overseas Check, and Uptake of two references.
 - We ensure visitors to the site are appropriately checked in relation to the purpose of their visit. This includes:
 - The level of supervision required while on site. The level of vetting in relation to the purpose of the visit. We also have a responsibility to ensure safe working practice in our school / provision.

NSPCC Safer Recruitment

iii. The designated safeguarding lead (DSL)

- Holds ultimate responsibility for safeguarding and child protection in Tiffin School.
- Acts as a source of support and expertise for the whole school community in regards to our safeguarding duties.
- Encourages a culture of listening to children and taking account of their wishes and feelings.
- Undertakes multi-agency (Level 3) safeguarding training with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually.
- Undertakes Prevent awareness training
- Will undertake with the headteacher and Governing Board, an annual audit of Tiffin School's safeguarding policies, procedures and practices and ensure that this is submitted to Kingston's and Richmond's LSCB.
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- Will ensure that the name of the designated safeguarding lead and deputies, are clearly advertised in the school and on the website.
- Will ensure that they, or a deputy, are available during term time school hours for staff to discuss any safeguarding concerns.
- Will ensure that there are adequate and appropriate cover arrangements for any out of hours or out of term activities.
- Will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.
- Will hold the admin role on CPOMS and ensure all staff are trained and supported in reporting and recording concerns on CPOMS

iv. A deputy designated safeguarding lead(s)

- Holds responsibility for safeguarding and child protection in Tiffin School.
- Is trained to the same standard as the designated safeguarding lead and with the DSL carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.
- Will refer a child if there are concerns about possible abuse, to Achieving for Children's Single Point of Access (SPA) and/or the local authority where the child resides and act as a focal point for staff to discuss concerns.
- Will keep detailed, accurate records, either written or using appropriate online software (CPOMS), of all concerns about a child even if there is no need to make an immediate referral.
- Will ensure that all such records are kept confidential, stored securely and are separate from the pupil's general file.
- Will ensure that an indication of the existence of the additional safeguarding and child protection file is marked on the pupil general file and on CPOMS.

- Will ensure that a copy of the safeguarding and child protection file is retained until such a time that the new school acknowledges receipt of the original file. The copy will then be shredded.
- Will liaise with the local authority and work with other agencies and professionals in line with Working Together to Safeguard Children.
- Has a working knowledge of Kingston's and Richmond's LSCB and Achieving for Children procedures. Will ensure that either they, or an appropriate staff member/DSL, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments and provide a report, where required, which has been shared with the parents.
- Notifies Children's Social Care if a child subject to a child protection plan is absent from school without explanation.
- Will ensure that all staff sign to say they have read, understood and agree to work within Tiffin School's safeguarding and child protection policy, staff behaviour policy (code of conduct) and Keeping Children Safe in Education and ensure that the policies are used appropriately.
- Will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- Has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate.
- Will help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

v. All school staff

- Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action.
- Consider, at all times, what is in the best interests of the child.
- Know how to respond to a pupil who discloses abuse.
- Will refer any safeguarding or child protection concerns to the designated safeguarding lead or if necessary where the child is at immediate risk, to the police or Single Point of Access (SPA), or if a child lives out of borough, to the relevant local authority.
- Will know how to use "Incident" recording/reporting on CPOMS.
- Will provide a safe environment in which children can learn.

7. Safe school, safe staff

i. We will ensure that:

- at least one member of every recruitment panel has completed safer recruitment training within the last five years
- safer recruitment practices are adhered to including appropriate DBS checks, reference checks and any additional checks relevant to the role undertaken. Tiffin has a safer recruitment policy which is available as a separate document.
- all staff are aware of the need for maintaining appropriate and professional boundaries in their relationship with staff, pupils and parents and adhere to Tiffin School's code of conduct
- adequate risk assessments are in place including for off-site activities, after school clubs, residential trips.
- any disciplinary proceedings against staff related to child protection matters are concluded in full in accordance with Government guidance Keeping Children Safe in Education and Kingston and Richmond Safeguarding Children Partnership, LADO and HR policy, procedures and guidance
- staff are fully aware of how to and have the confidence to report misconduct
- all staff receive information about Tiffin School's safeguarding arrangements including use of CPOMS, staff code of conduct, safeguarding and child protection policy, the role and names of the designated safeguarding lead and their deputy(ies), and Keeping Children Safe in Education on induction
- all staff receive safeguarding and child protection training at induction which is regularly updated. In addition, they receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually
- all members of staff are trained in and receive regular updates in online safety and reporting concerns
- all staff and governors have regular safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse
- the safeguarding and child protection policy is made available via our school website or other means and that parents and carers are made aware of this policy and their entitlement to have a copy via the school handbook, newsletter or website
- all parents and carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the safeguarding and child protection policy and reference to it in our school's handbook
- Tiffin School provides a co-ordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans
- the names of the designated safeguarding lead and deputy, are clearly advertised in the school with a statement explaining the Tiffin School's role in referring and monitoring cases of suspected abuse
- all staff will be given a copy of Keeping Children Safe in Education and will confirm they have read and understood Part 1. Similarly the Governing Board will be given a copy and confirm they have read at least parts 1 & 2

ii. Extended school and off-site arrangements

- Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply.

- When our pupils attend off-site activities, we will ensure that effective child protection arrangements are in place.
- Where our pupils stay with host families abroad (for example, as part of a language exchange) the school will ensure that all available local safeguarding checks are carried out, compliant with the laws and regulations in force in the host jurisdiction. Parents will be informed of the extent of these checks to enable them to make a decision about whether their child should participate.

iii. Photography and images

To protect pupils we will:

- Seek student consent and parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- ensure that pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- ensure that pupils do not take photographs or video images of other students without their express permission and the permission of a member of staff
- Staff can take media recordings to support educational aims but must follow policies, in respect sharing, distribution or publication. Media images should be taken on school equipment unless there is prior agreement with the Headteacher / Principal or Proprietor.
- All media recordings or images will only be stored edited or archived onto school systems and equipment unless there is prior agreement with the Headteacher / Principal or Proprietor

Draft templates are available from the **London Grid for Learning**.

[KRSCP Social media policy](#)

[Standards for children accessing located computer equipment](#)

[London Grid for Learning](#)

[Online Safety Incident procedure](#)

[Online Safety Strategy](#)

[Searching, screening and confiscation](#)

[Sexting in school and colleges](#)

8. Training

- All Staff will receive Safeguarding training from the DDSL at the start of each autumn term.
- All staff receive biennial Safeguarding training from the borough.
- All staff joining the school will receive Safeguarding training from the DDSL and be told the school's safeguarding and child protection policies and procedures, including CPOMS logins.
- All staff will complete an audit that they have received a Safeguarding induction from the DDSL and that they have read, understood and agree to work within Tiffin School's safeguarding and child protection policy, staff code of conduct and Keeping Children Safe in Education and ensure that the policies are used appropriately.
- All staff know how to respond to a pupil who discloses abuse and concerns will be recorded and referred to the DSL. Where the child is at immediate risk, to the police or Single Point of Access (SPA), or the relevant local authority where the child resides.
- The designated Safeguarding Governor will attend Safeguarding training and keep the training up to date.

9. Teaching and Learning

Safeguarding children is at the heart of the school's pastoral programs and is delivered through curriculum subjects, 21CL, assemblies, tutor time. Tiffin school also engages with the support of external agencies in delivering a Safeguarding message to our students, including the police, NHS Youth Health Link Workers, School Nurse.

Safeguarding areas covered include:

- personal safety
- who to talk to
- stranger danger
- road safety
- fire safety
- road safety
- online safety
- sexting
- bullying (including cyber bullying)
- positive relationships
- CSE
- so-called 'honour based' violence
- FGM
- radicalisation and extremism
- self-esteem
- drugs and alcohol

10. Child protection overview and specific safeguarding concerns

i. Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse.

ii. Physical abuse

Physical abuse is a form of abuse which 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

iii. Emotional abuse

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 a child 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 a 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 cyber bullying), 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, although it may occur alone.

iv. Sexual abuse

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.

v. Neglect

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, clothing and 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 care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

vi. Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact

- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

vii. Impact of abuse

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

viii. Taking action

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of 'It could happen here'.

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day. Use CPOMS and follow up in person if necessary.
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete an Incident record on CPOMS in detail and as accurately as possible regarding what the child said/did.
- Seek support for yourself if you are distressed or need to debrief

ix. Guiding Principles for all staff and volunteers for Dealing with Disclosures:

The Seven R's

The Seven R's provides staff with clear guidance on how to act in the event of a concern or disclosure: Receive, Reassure, Respond, Report, Record, Remember, Review.

Receive

Listen to what is being said, without displaying shock or disbelief. Accept what is said and take it seriously. Make a note of what has been said as soon as practicable.

Reassure

Reassure the pupil /student, but only as far as is honest and reliable. Do not make promises you may not be able to keep, e.g.: "I'll stay with you", or "everything will be alright now" or "I'll keep this confidential". Do reassure, e.g. you could say "I believe you", "I am glad you came to me", "I am sorry this has happened", "We are going to do something together to get help".

Respond

Respond to the pupil/student only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details.

Do not ask 'leading' questions, i.e. "did he touch your private parts?" or "did she hurt you?". Such questions may invalidate your evidence (and the child's) in any later court proceedings.

Instead, make use of open ended questions which offers the child the opportunity to provide more information about an event in a way that is not leading, suggestive or putting them under pressure. Open questions may use: How? When? Who? Where?

Questions beginning with the phrases "tell me", "describe" or "explain" are useful:

- Tell me what happened, tell me who was there....
- Explain what you mean when you say....
- Describe the place to me....
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible.
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be the designated lead for safeguarding or Headteacher.

Report

Share concerns with the designated safeguarding lead (DSL) as soon as possible. If you are unable to contact your designated safeguarding lead, deputy designated safeguarding lead, or most senior member of staff, if the child is at risk of immediate harm: Contact Achieving for Children SPA service or Police.

If you are dissatisfied with the response from the DSL or children's social work, you should ask for the decision to be reconsidered, giving your reasons for this.

A formal referral or any urgent medical treatment must not be delayed by the unavailability of designated staff

Record

If possible make some very brief notes at the time and write them up as soon as possible. Keep your original notes on file.

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make a written record as soon as practical, recording the disclosure using the child's own words, what was said or seen and the location both of the abuse and the disclosure.

Record the date, time, place, person's present and noticeable non-verbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into proper words.

A record of a concern, suspicion or allegation should be made at the time of or as soon as possible after the event. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made.

Record facts and observable things, rather than your 'interpretations' or 'assumptions'.

A record should be made of any visible marks, bruising or injuries to a child that give cause for concern. This may be completed on a body map. (See Appendix 3). The child should not be examined intimately or pictures taken of any injuries / marks.

All records must be signed and dated clearly with the name of the signatory clearly printed. Children MUST NOT be asked to make a written statement themselves or to sign any records. All records of a child protection nature (handwritten or typed) are passed to the DSL.

Remember

Support the child: listen, reassure, and be available. Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.

Try to get some support for yourself if you need it.

Review

Has the action taken provided good outcomes for the child?

Did the procedure work?

Were any deficiencies or weaknesses identified in the procedure?

Have these been remedied?

Is further training required?

The member of staff should write up their conversation as soon as possible on the concerns form in the child's own words. The record should be signed and dated, the member of staff's name should be printed and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used. The record should be handed to the DSL.

All staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

11. Mental health

Mental health problems affect about 1 in 10 children and young people. They include depression, anxiety and conduct disorder, and are often a direct response to what is happening in their lives mentalhealth.org.uk

Tiffin School recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and is aware that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Possible warning signs include:

- Persistent sadness — two or more weeks
- Withdrawing from or avoiding social interactions
- Hurting oneself or talking about hurting oneself
- Talking about death or suicide
- Outbursts or extreme irritability
- Out-of-control behaviour that can be harmful
- Drastic changes in mood, behaviour or personality
- Changes in eating habits
- Loss of weight
- Difficulty sleeping
- Frequent headaches or stomach aches
- Difficulty concentrating
- Changes in academic performance
- Avoiding or missing school

Tiffin School aims to promote positive mental health for all staff and pupils. The DDSL is also the Wellbeing lead in the school.

Tiffin School will ensure that staff, pupils and parents are made aware of the support available in school and in the local community.

12. Homelessness

Tiffin School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include:

- household debt
- rent arrears
- domestic abuse and anti-social behaviour
- the family being asked to leave a property

If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

13. Children missing education

We recognise that full attendance at school is important to the wellbeing of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely (See Attendance Policy) and we work in partnership with AfC when patterns of absence give rise to concern.

A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

We will ensure, where possible that we have more than one emergency contact number for each pupil. This will give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Board. The school operates in accordance with statutory guidance 'Children Missing Education' (DfE 2016) [Children Missing Education Statutory Guidance](#) [Local Guidance](#)

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14. Children who run away or go missing from home or care

Tiffin School recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

'Keeping Children Safe in Education' highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, Tiffin School will facilitate return home interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place.

[children who run away or go missing from home or care](#)

15. Children with family members in prison

Tiffin recognises that children who have a family member in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The school will work with agencies and resources such as [NICCO](#) to help mitigate negative consequences for those children.

16. Peer on peer abuse

Our school understands that children can abuse other children and it can take many forms. It can happen both inside and outside of school /college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports and this is included in our child protection policy. Bullying undermines confidence and causes misery and distress. It can affect a child or young person's attendance and progress at school. It can also have a detrimental impact on a child's mental health. Fear, isolation, anxiety and diminished self-esteem can lead to self-harm, depression and suicidal thoughts or actions. Research has shown that children who are bullied and/or bully others are more likely to suffer from mental health issues. The rise of cyberbullying is a frequent cause of emotional disturbance in children and young people. Cyberbullying is insidious; technology enables perpetrators to have the power to reach their targets 24 hours a day, seven days a week.

Peer on Peer can include (but is not limited to):

- bullying including cyber bullying,
- prejudiced based and discriminatory bullying,
- abuse within intimate relationships ,
- sexual harassment,
- sharing of nudes and semi nudes images and or videos causing someone to engage in sexual activity without consent e.g. forcing someone to strip,
- upskirting is a criminal offence,
- initiation, hazing type incidents.

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

i. What to do:

Peer on Peer is specifically referenced in keeping children safe in education 2021. An early response is required in addressing inappropriate behaviour (even when it appears to be relatively innocuous). The school takes a preventative approach and does intervene early to prevent problematic, abusive and violent behaviour in the future.

London Child Protection Procedures

KCSIE 2021

- When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead should be informed.
- A factual record should be made of the allegation, via CPOMS, but no attempt at this stage should be made to investigate the circumstances.

- The DSL should contact children's services to discuss the case. It is possible that children's services are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a children's services referral where appropriate.
- The DSL will make a record of the concern, the discussion and any outcome and keep a copy on CPOMS.
- If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- It may be appropriate to exclude the pupil being complained about for a period of time according to Tiffin School's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.
- The plan should be monitored and a date set for a follow-up evaluation with everyone concerned

17. Sexual violence and sexual harassment

Tiffin School follows the DfE's advice about sexual violence and sexual harassment between children in schools and colleges [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges \(DfE 2021\)](#)

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

It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Tiffin School will ensure that **all** victims are taken seriously and offered appropriate support.

Sexual violence and sexual harassment is not acceptable at Tiffin School. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

Tiffin School recognises that the following pupils can be especially vulnerable to sexual violence and sexual harassment:

- Children with Special Educational Needs and Disabilities (SEND)
- Pupils who are Lesbian, Gay, Bi, or Trans, Questioning (LGBTQ) or who are perceived to be LGBTQ by their peers.

i. **Sexual violence:**

Sexual violence refers to sexual offences under the Sexual Offences Act 2003:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent: Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. Sexual violence and sexual harassment is not acceptable at *name of school*. Behaviours such as making sexual remarks, grabbing bottoms, breasts and genitalia is not 'banter' or 'having a laugh' and will never be tolerated.

All Staff are aware that sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. They understand that it can happen both inside and outside of school/college. Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. *Insert school name* will respond appropriately to all reports and concerns including those outside the school and or online. *Insert school name* will ensure that all victims are taken seriously and offered appropriate support.

ii. Sexual harassment:

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, calling someone sexualised names
- sexual 'jokes' or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes displaying pictures, photos or drawings of a sexual nature
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos; inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be stand alone, or part of a wider pattern of sexual harassment and/or sexual violence

18. Harmful sexual behaviours:

Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. Harmful sexual behaviours refers to problematic, abusive and violent sexual behaviours which are developmentally inappropriate and may cause developmental damage. For more information see [NSPCC Harmful Sexual Behaviours](#)

When considering harmful sexual behaviours, ages and the stages of development of the children are critical factors to consider. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature. A useful tool is: [Brook Traffic Light Tool](#)

Examples of safeguarding issues against a pupil could include:

- physical abuse: violence, particularly pre-planned, forcing others to use drugs or alcohol
- emotional abuse: blackmail or extortion, threats and intimidation
- sexual abuse: indecent exposure, indecent touching or serious sexual assaults, forcing others to watch pornography or take part in sexting
- sexual exploitation: encouraging other children to attend inappropriate parties, photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Harmful sexual behaviours will be considered in a child protection context.

Tiffin School recognises that pupils displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

Tiffin School has a clear set of values and, and these will be upheld and demonstrated throughout all aspects of school life. The school has a Behaviour Policy and Anti-Bullying Policy.

The 21CL curriculum covers the following issues according to the age and stage of development of the pupils:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour
- that sexual violence and sexual harassment is always wrong
- addressing cultures of sexual harassment

NSPCC Harmful Sexual Behaviours

i. Responding to allegations of sexual harassment and sexual violence

Tiffin will ensure that all incidents and concerns regarding sexual harassment will be recorded by the school through CPOMS or incident reporting form, whether the incident took place in the school or outside the school. A plan will be put in place that takes account of the nature and type of incident reported on by the pupil/ student with consideration of the:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them
- Incidents of sexual harassment will be reported through the annual review of safeguarding to the Local Safeguarding Partnership.

Tiffin School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

The management of children and young people with sexually harmful behaviour is complex and Tiffin School will work with other relevant agencies to maintain the safety of the whole school community.

A risk and needs assessment will be completed for all reports of sexual violence. The need for a risk and needs assessment for reports of sexual harassment will be considered on a case by case basis. The assessment will consider:

- the victim, especially their protection and support
- the alleged perpetrator
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them

Tiffin School will ensure that appropriate measures are put in place to safeguard and support the victim, the alleged perpetrator and the school community.

19. Up skirting

Tiffin School will ensure that all staff and pupils are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The Criminal Prosecution Service (CPS) defines 'up skirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

Incidents of up skirting in the school will not be tolerated. Tiffin School will make decisions on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgment, supported by other agencies, such as children's social care and the police as required.

20. Child sexual exploitation (CSE)

Tiffin School follows the London Child Protection Procedures for safeguarding children from sexual exploitation. [Safeguarding Children from Sexual Exploitation](#)

In February 2017, the government updated the working definition of child sexual exploitation [Child sexual exploitation definition and guide](#)

“Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

Child sexual exploitation is a form of child sexual abuse affecting boys and girls. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

Child sexual exploitation may occur without the child being aware of events, or understanding that these constitute abuse.

Child sexual exploitation is never the victim’s fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm.

Child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex
- can still be abuse even if the sexual activity appears consensual
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity
- can take place in person or via technology, or a combination of both
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence
- may occur without the child’s or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example)
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources

i. Consent

Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child.

ii. Key factor in child sexual exploitation

Child sexual exploitation involves some form of exchange (sexual activity in return for something) between the victim and/or perpetrator or facilitator. Where there is no such exchange, for example, where the gain for the perpetrator is sexual gratification (or the exercise of power or control), this is described as sexual abuse (and not exploitation).

The exchange can include both tangible (such as money, drugs or alcohol) and intangible rewards (such as status, protection or perceived receipt of love or affection). The receipt of something by a child/young person does not make them any less of a victim.

It is also important to note that the prevention of something negative can also fulfil the definition of exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family.

iii. Links to other kinds of crime

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

iv. Potential vulnerabilities

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse
- Lack of a safe or stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status
- Connections with other children and young people who are being sexually exploited

- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity

v. Possible indicators of child sexual exploitation

- Acquisition of money, clothes, mobile phones, etc, without plausible explanation.
- Gang association and/or isolation from peers and social networks.
- Exclusion or unexplained absences from school, college or work.
- Leaving home or care without explanation and persistently going missing or returning late.
- Excessive receipt of texts or phone calls.
- Returning home under the influence of drugs or alcohol.
- Inappropriate sexualised behaviour for age or sexually transmitted infections.
- Evidence of or suspicions of physical or sexual assault.
- Relationships with controlling or significantly older individuals or groups.
- Multiple callers (unknown adults or peers).
- Frequenting areas known for sex work.
- Concerning use of internet or other social media.
- Increasing secretiveness around behaviours.
- Self-harm or significant changes in emotional wellbeing.
- Online exploitation.

All young people are at risk from online exploitation, and can be unaware that this is happening. Online exploitation includes the exchange of sexual communication or images and can be particularly challenging to identify and respond to. Children, young people and perpetrators are frequently more familiar with, and spend more time in, these environments than their parents and carers.

Online child sexual exploitation allows perpetrators to initiate contact with multiple potential victims and offers a perception of anonymity. Where exploitation does occur online, the transfer of images can be quickly and easily shared with others which makes it difficult to contain the potential for further abuse.

vi. Children may be perpetrators of abuse

It must be recognised that children may also be perpetrators of abuse, sometimes at the same time as being abused themselves.

21. Child criminal exploitation

Child criminal exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology. CCE can include children being:

- forced to work in cannabis factories.
- coerced into moving drugs or money across the country (county lines).
- forced to shoplift or pickpocket.
- forced to threaten other young people.

Some of the following can be indicators of CCE:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Regular missing episodes or frequently coming home late
- Missing school or education

22. County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines are missing episodes.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- 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
- 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 due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

For more information see: [Criminal exploitation of children and vulnerable adults: county lines](#)

23. School related weapons incidents

Tiffin School follows the AfC School Related Weapons or Potential Weapons Incidents Protocol. See AfC document.

Tiffin School has a duty and a responsibility to protect and safeguard our pupils and staff. Tiffin School will inform SPA and the police of any incident involving a weapon or potential weapon.

Teachers have a number of legal powers which include the power to search pupils without consent for a number of 'prohibited items'. These include: knives and weapons; alcohol; illegal drugs and stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, cause personal injury or damage to property; and any item banned by the school rules that has been identified in these rules as an item that may be searched for [searching, screening and confiscation](#)

Tiffin School recognises that children and young people involved in school related weapons incidents, including the alleged perpetrators, are vulnerable. Tiffin School will provide support, protection and education to develop a full understanding of the implications of carrying, and or using, weapons.

24. Online safety

We have an online safety policy which is updated annually and we take a whole school approach to online safety.

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. (See Tiffin e-Safety policy, which includes Social Networking)

Tiffin School's e-Safety policy explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Tiffin follows the DfE guidance regarding teaching online safety in schools (2019) [Teaching online safety in schools](#)
Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below).

25. Youth produced sexual imagery (Sexting)

Tiffin School will act in accordance with [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

All incidents of youth produced sexual imagery (YPSI) will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the young people involved.

Young people who share sexual imagery of themselves or their peers are breaking the law. However, as highlighted in national guidance, it is important to avoid criminalising young people unnecessarily. Tiffin School will therefore work in partnership with external agencies with a view to responding proportionately to the circumstances of any incident.

All incidents of YPSI should be reported to the DDSL as with all other safeguarding issues and concerns. Staff will not make their own judgements about whether an issue relating to YPSI is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a YPSI issue in relation to a device in the possession of a student (eg, mobile phone, tablet, digital camera), the member of staff will secure the device (it should be confiscated). This is consistent with DfE advice searching, screening and confiscation: advice for

headteachers, school staff and governing bodies (DfE February 2018), page 11 'After the search'.
'Searching, screening and confiscation'

Staff will not look at or print any indecent images. The confiscated device will be passed immediately to the DSL (see 'Viewing the imagery' below).

The DSL will discuss the concerns with appropriate staff and speak to young people involved as appropriate. Parents and carers will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

If, at any point in the process, there is concern that a young person has been harmed or is at risk of harm a referral will be made to SPA and/or the police immediately.

The police will always be informed when there is reason to believe that indecent images involve sexual acts and any child in the imagery is under 13 years of age.

The DSL will make a judgement about whether a reported YPSI incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will be referred to AfC's Single Point of Access for advice about whether or not a response by the police and/or children's social care is required.

This will facilitate consideration of whether:

- there are any offences that warrant a police investigation
- child protection procedures need to be invoked
- parents and carers require support in order to safeguard their children
- a referral to the Multi-Agency Risk and Vulnerability (MARVE) Panel is required
- any of the perpetrators and/or victims require additional support, this may require the initiation of an early help assessment and the offer of early help services.

Examples of aggravated incidents include:

- evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)
- evidence of coercing, intimidating, bullying, threatening and/or extortion of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (eg, all female students in a class or year group) to create and share indecent images of themselves
- pressurising a student who does not have the capacity to consent (e.g. due to their age, level of understanding or special educational needs) or with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others with an intention to cause harm or distress (possibly as an act of so-called 'revenge porn', bullying or exploitation)
- what is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage or are violent

- sharing of indecent images places a young person is at immediate risk of harm, for example the young person is presenting as suicidal or self-harming

The DSL and DDSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will consult with the Police and the Single Point of Access to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

i. Viewing the imagery

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible, the DSL's responses to incidents will be based on what they have been told about the content of the imagery.

Any decision to view imagery will be based on the DSL's professional judgement. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a pupil.

If a decision is made to view imagery, the DSL will be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a young person has presented an image directly to a staff member or the imagery has been found on a school device or network.

If it is necessary to view the imagery then the DSL/DDSL will:

- never copy, print or share the imagery; this is illegal
- discuss the decision with the headteacher
- ensure viewing is undertaken by the DSL or deputy DSL with delegated authority from the headteacher
- ensure viewing takes place with another member of staff present in the room, ideally the head teacher, another DSL or a member of the Senior Leadership Team. The other staff member does not need to view the images
- wherever possible ensure viewing takes place on school premises, ideally in the headteacher or DSL's office
- ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery
- record the viewing of the imagery in the pupil's safeguarding record, including who was present, why the image was viewed and any subsequent actions; and ensure this is signed and dated and meets the wider standards set out by Ofsted for recording safeguarding incidents

ii. Deletion of images

If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online services to limit any further sharing of the

imagery.

26. Bullying

Tiffin School has an anti-bullying policy which is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms, e.g., cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents on Sims, which is shared with and analysed by the Governing Board. All staff are aware that children with SEND and/or differences or perceived differences are more susceptible to being bullied or victims of child abuse.

If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headteacher and DSL will consider implementing child protection procedures.

The subject of bullying is addressed at regular intervals in 21Century Life lessons.

27. Honour based violence

So-called 'honour based' abuse (HBA) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code. Crimes include female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

Honour based violence might be committed against young people in our school who;

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to avoid an arranged marriage
- want to avoid a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture.

It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others. Staff at Tiffin School will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern. The DSL will consider the need to make a referral to the police, and/or the Single Point of Access as with any other child protection concern and may also contact the forced marriage unit for advice as necessary.

28. Faith abuse

Faith abuse is abuse of a child, linked to faith or belief. It is not about challenging people's beliefs, but where these beliefs lead to abuse, this should never be tolerated. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation. This is not an exhaustive list and there will be other examples where children have been harmed when adults

think that their actions have brought bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

Child abuse linked to faith or belief

29. Hate Crime

Hate crime is defined as any criminal offence which is perceived, by the victim or any other person, to be motivated by hostility or prejudice based on a personal characteristic. If the action is possibly not a criminal offence, but otherwise meets the hate crime definition, it is referred to as a 'hate incident'. Traditionally the focus has been on race motivated hate crime but over recent years has broadened to include:

- Race
- Disability
- Sexual orientation
- Faith
- Gender identity

Hate crime should be reported to the local police: Telephone number 101, if an emergency then dial 999.

30. Female genital mutilation (FGM)

Female genital mutilation (FGM) is a form of child abuse. It is the collective name given to a range of procedures involving the partial or total removal of the external female genitalia for non-medical reasons or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators.

These risk indicators may include:

- pupil talking about getting ready for a special ceremony
- family taking a long trip abroad
- pupil's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Gambia, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the pupil's sibling has undergone FGM
- pupil talks about going abroad to be 'cut' or to prepare for marriage

Many such procedures are carried out abroad and staff will be particularly alert to suspicions or concerns expressed by female pupils about going on a long holiday during the summer holiday period. Staff are aware that it is also possible for these procedures to be undertaken in the UK.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

(See [Female Genital Mutilation Statutory Guidance](#) and [Kingston and Richmond Safeguarding Children Partnership FGM Policy](#) for further information).

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

Signs that may indicate a pupil 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 urinary tract infection
- disclosure

Teachers are subject to a statutory duty defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the police personally where they discover (eg, by means of a disclosure) that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

The mandatory reporting duty applies to all persons in Tiffin School who are employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report to the police.

In Tiffin School, teachers in this situation will record their concerns on the orange concern form and inform the DSL, who will support the teacher in making a direct report to the police.

There are no circumstances in which a teacher or other member of staff will examine a girl.

31. Forced marriage

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not being allowed to return to England.

Since June 2014, forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

For further information see: [Guidance forced marriage](#)

School staff will never attempt to intervene directly as a school or through a third party. Contact will be made with the Single Point of Access or the Forced Marriage Unit (020 7008 0151) for advice and support.

32. Child trafficking and modern slavery

Human trafficking, is defined in the UN Protocol on trafficking, adopted in 2000, as the acquisition of a person, by means of deception or coercion, for the purposes of exploitation. Human trafficking, or modern day slavery, as it is often referred to, is a crime and a safeguarding issue affecting millions across the world and in the United Kingdom.

Staff at Tiffin School are alert to the existence of modern slavery and child trafficking and concerns will be recorded and reported to the Single Point of Access as appropriate.

i. Types of Modern Day Slavery

Examples of industries and services where slavery exist in the UK today, the victims of which include children and young people are (with examples):

- the sex industry, including brothels
- retail: nail bars, hand car washes
- factories: food packing
- hospitality: fast-food outlets
- agriculture: fruit picking
- domestic labour: cooking, cleaning and child minding
- additionally, victims can be forced into criminal activities such as cannabis production, theft or begging

Modern day slavery is an issue that transcends age, gender and ethnicities. It can include victims that have been brought to the UK from overseas or vulnerable people in the UK being forced illegally work against their will. Children and young people have an increased vulnerability to slavery.

Poverty, limited opportunities at home, lack of education, unstable social and political conditions, and war are some of the situations that contribute to trafficking of victims and slavery.

Slavery can be linked to a number of safeguarding issues, including child sexual exploitation, but normally includes at least one of the following specific situations.

- Child trafficking: young people being moved internationally or domestically so that they can be exploited.
- Forced labour: victims are forced to work through physical or mental threat, against their will, often very long hours for little or no pay, in conditions that can affect their physical and mental health. They are often subjected to verbal or physical threats of violence against them as individuals or their families.

- Debt bondage: victims forced to work to pay off debts that they will never be able to. Debts can be passed down to children. Extreme examples include where a victim may be owned or controlled by an 'employer' or sold as a commodity.

iii. Possible signs and indicators that someone is a victim of modern slavery that anyone working with children and young people should be aware of include:

- physical appearance: poor physical condition, malnourishment, untreated injuries, and looking neglected
- isolation: victims may not be allowed out on their own and may appear to be under the control or influence of people accompanying them, with the absence of a parent or legal guardian. they may not interact and be unfamiliar in their local community
- poor living conditions: victims may be living in dirty, cramped or overcrowded accommodation, with multiple children living and working at the same address or premises
- personal belongings: few possessions, wearing the same clothes each day, and no identification documents
- restricted freedom: victims have little opportunity to move freely and may be kept from having access to their passport
- unusual travel times: victims may be dropped off or collected from work on a regular basis either very early or late at night
- reluctant to seek help: victims may avoid eye contact, appear frightened or hesitant to approach people and have lack of trust or concern about making a report should they be deportation or fear of violence on their family

If a member of Tiffin School staff suspects that a pupil may be a victim they will, in the first instance report their concerns to the DSL.

The DSL will seek advice and support from the Single Point of Access who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM).

Further advice can be provided directly by the modern slavery helpline on 0800 0121 700.

33. Private fostering

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Tiffin School recognises that most privately fostered children remain safe and well, but safeguarding concerns have been raised in some cases. Therefore all staff are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When Tiffin School becomes aware of a private fostering arrangement for a pupil, which has not been notified to Children's Social Care, we will encourage parents and private foster carers to notify Children's Social Care themselves in the first instance. We will also alert them to our mandatory duty as a school to inform the local authority of children in such arrangements.

[Looking after someone else's child](#)

[More Information here](#)

34. Radicalisation and extremism

Protecting children from the risk of radicalisation is part of Tiffin School's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services ('specified authorities') to have 'due regard to the need to prevent people from being drawn into terrorism'.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

Tiffin School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to far right/neo Nazi/white supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist animal rights movements.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online. As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

Tiffin School takes seriously our responsibility to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Tiffin School is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. Tiffin School promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

Tiffin School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area, and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

Tiffin School recognises the importance of providing a safe space for children to discuss controversial issues and build the resilience and critical thinking skills needed in order to challenge extremist perspectives.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they will speak with the DSL.

Tiffin School will discuss any concerns about possible radicalisation identified in school with a pupil's parents and carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk. They will also support parents and carers who raise concerns about their children being vulnerable to radicalisation.

We will follow normal safeguarding procedure. This may involve contact the Single Point of Access for consultation and further advice and/or making appropriate referrals to the police PREVENT team and Channel programme for any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

We expect all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's staff code of conduct. We will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the following websites informative and useful:

[Protecting children from radicalisation: the prevent duty](#)

[Educate against hate](#)

[Prevent Duty](#)

[Prevent Road Map](#)

[Kingston Council](#)

35. Suicide and self-harm

Suicide: an act of deliberate self-harm which results in death.

Self-harm: self-poisoning or self-injury, irrespective of the apparent purpose of the act.

Suicide and self-harm links: self-harm is generally a way of coping with overwhelming emotional distress. Many young people self-harm where there is no suicidal intent. However, research shows that young people who self-harm can be at a higher risk of suicide.

Self-harm is a coping mechanism which enables a person to express difficult emotions. Young people who hurt themselves often feel that physical pain is easier to deal with than the emotional pain they are experiencing, because it is tangible. But the behaviour only provides temporary relief and fails to deal with the underlying issues that a young person is facing. For some people, self-harm may last for a short time. For others, it can become a long-term problem. Some people self-harm, stop for a while, and return to it months, even years, later, in times of distress.

Risk factors that indicate a child or young person may be at risk of taking actions to harm themselves or attempt suicide can cover a wide range of life events such as: bereavement, bullying, cyber bullying, mental health problems including eating disorders, family problems such as domestic violence, any form of abuse or conflict between the child and parents.

The most common forms of self-harm are:

- cutting
- biting self
- burning, scalding, branding
- picking at skin, reopening old wounds
- breaking bones, punching
- hair pulling
- head banging
- ingesting objects or toxic substances
- overdosing with a medicine

Self-harm is usually a secretive behaviour but signs may include:

- wearing long sleeves at inappropriate times
- spending more time in the bathroom
- unexplained cuts or bruises, burns or other injuries
- unexplained smell of Dettol, TCP, etc
- low mood - seems to be depressed or unhappy, low self-esteem, feelings of worthlessness
- any mood changes - anger, sadness
- changes in eating or sleeping patterns
- losing friendships, spending more time by themselves and becoming more private or defensive
- withdrawal from activities that used to be enjoyed
- abuse of alcohol and or drugs

Tiffin School recognises that any pupil who self-harms or expresses thoughts about self-harm and/or suicide, must be taken seriously and appropriate help and intervention will be offered at the earliest

point. Any member of staff who is made aware that a pupil has self-harmed, or is contemplating self-harm or suicide will record and report the matter to the DSL as soon as possible as with any other safeguarding concern.

36. Fabricated or induced illnesses

Staff at Tiffin School are alert to the issues surrounding fabricated or induced illnesses. Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- fabrication of signs and symptoms, including fabrication of past medical history
- fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- induction of illness by a variety of means

The above three methods are not mutually exclusive. Existing diagnosed illness in a child does not exclude the possibility of induced illnesses. The very presence of an illness can act as a stimulus to the abnormal behaviour and also provide the parent with opportunities for inducing symptoms.

Fabricated or induced illness is most commonly identified in younger children. Although some of these children die, there are many that do not die as a result of having their illness fabricated or induced, but who suffer significant long term physical or psychological health consequences.

Fabrication of illness may not necessarily result in a child experiencing physical harm, but there may be concerns about the child suffering emotional harm. They may suffer emotional harm as a result of an abnormal relationship with their parent and/or disturbed family relationships.

Staff at Tiffin School will record and report any concerns about a child who might be experiencing Fabricated or induced illness to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral or consult with the Single Point of Access as with any other child protection concern.

37. 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

All Staff are aware that any concerns regarding domestic abuse should be raised with the designated safeguarding lead and/or deputies. 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. Name of school acknowledges that domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Tiffin is part of the local Operation Encompass programme with the local Police which shares information of any domestic abuse incidents.

38. Extra Familiar Harm:

Harm that children and young people encounter outside of their home is referred to as 'extra familiar harm'. Children may be vulnerable to abuse or exploitation from outside their families. These extra-familial threats might arise at school and other educational establishments, from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats.

[Working together to Safeguard Children](#)

39. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including: prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability, mental and physical health needs and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- asylum seekers
- looked after by the local authority or otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- already viewed as a 'problem'
- at risk of child sexual exploitation (CSE)
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of vulnerable groups and is not exhaustive. Special consideration includes the provision of safeguarding information and resources in community languages and accessible formats for children with communication needs.

Additional Vulnerabilities for Pupils with Special Educational Needs and Disability

All staff are aware that additional barriers can exist when recognising abuse and neglect for children with special educational needs and disabilities. Children can be disproportionately impacted by bullying without any outwardly presenting signs. Careful consideration is required regarding assumptions that indicators of possible abuse and neglect (e.g. behaviour, mood, injury) relate to the child's disability without further exploration. The designated safeguarding leads, the special educational needs co-ordinator, the behaviour lead and the medicines in schools lead, do liaise to ensure the designated safeguarding lead has oversight of any other issues the child or young person is experiencing, and ensures that these are included in any decision making.

Special Educational Needs DfE 2015

40. Children who have a social worker

Children may need a social worker due to safeguarding and/or welfare needs. This may be due to abuse, neglect and/or complex family circumstances. Tiffin School recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

The local authorities will share the fact that a child has a social worker with the school, and the designated safeguarding lead will ensure that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This information will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

41. Children looked after and previously looked after

The most common reasons for children becoming looked after is as a result abuse and/or neglect. Tiffin School will ensure that staff have the necessary skills and knowledge to keep children looked after safe. Appropriate staff will have the information they need in relation to a child looked after's legal status (for example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated) and the level of authority delegated by the caring authority to the carer.

The designated teacher for children looked after is Mrs O'Sullivan, Assistant Headteacher. The designated Governors for children looked after are James Turner and Anna Jones.

The designated teacher will:

- promote a culture of high expectations and aspirations for how children looked after learn
- make sure the young person has a voice in setting learning targets
- be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning
- make sure that children looked after are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home
- have lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school. This includes making sure the PP+ is appropriately allocated to meeting the objectives of the PEP.

Role and responsibilities of the designated teacher

The designated teacher has attended appropriate training and ensures that the school has the up to date details of the allocated social worker and the virtual school headteacher in the local authority that looks after the child. Details of the AfC Virtual School can be found at: [AfC Virtual School](#)

42. Identified areas of particular risk for our school

Tiffin school is a town centre site. This comes with a number of potential risks that are addressed through the pastoral program, assemblies, staff duties and clear streams of communication. Risks include Peer on peer abuse, Mugging, Drug taking, Online risks, Grooming, Radicalisation, FGM.

Risk	Risk explained	Mitigation of risk	Further action required
County Lines and serious violence	Students at risk of grooming for gangs. Drug dealing, crime.	Educating students through 21CL/PSHE program Staff CPD on signs and actions	
CCE and CSE	Outside school and home and online	PSHE/21CL lessons Wellbeing assemblies	
Knife crime violence and theft	Violence and mugging students during their commute	Staff presence on gate duty before and after school daily. Education on safe travel and what to do via 21CL/PSHE and assemblies and tutorials. Communication with parents via parentmail and information evening regarding risks and safe travel.	
Grooming and radicalisation	On-line safety	Keeping safe on line lessons n pastoral program and PSHE AfC safeguarding lecture annually to students and parents.	

43. Early help and interagency working

At Tiffin School we are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to teenage years. In the first instance staff should discuss early help requirements with the DSL.

Any child may benefit from early help, but at Tiffin School we are particularly aware of the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

Staff may be required to support other agencies and professionals in an Early Help Assessment (EHA) Early help assessment.

This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case will be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures. We work closely with local professional agencies including social care, the police, health services and other services including voluntary organisations to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

As part of meeting a child's needs our Governing Board recognises the importance of sharing information between professionals and local agencies. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

44. What to do if staff are concerned about a child's welfare

If staff have any concerns about a child's welfare, they should act on them immediately. Any concerns regarding indicators of abuse or neglect or signs that a child may be experiencing a safeguarding issue should be recorded on an orange safeguarding recording form and passed to the DSL or Deputy DSL. For physical signs of abuse, a body map can also be used (appendix 3). Concerns can also be discussed in person with the DSL but the details of the concern should be recorded in writing.

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical or inconclusive signs may have been noticed.

Tiffin School recognises that the signs may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. However, they may also indicate a child is being abused or is in need of safeguarding.

In these circumstances staff will try to give the child the opportunity to talk. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the orange concern form to record these early concerns and give the completed form to the DDSL/DSL.

Following an initial conversation with the pupil, if the member of staff remains concerned they should discuss their concerns with the DSL and put them in writing.

If after referring to the DSL, a member of staff is not content with the response, they should refer it to the Headteacher, or they can refer directly to the SPA

If the pupil does begin to reveal that they are being harmed, staff should follow the advice below regarding a pupil making a disclosure.

45. What to do if a pupil discloses to a member of staff

We recognise that it takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, guilty or scared, their abuser may have threatened that something will happen if they tell, they may have lost all trust in adults or believe that what has happened is their fault. Sometimes they may not be aware that what is happening is abuse.

A child who makes a disclosure may have to tell their story on a number of subsequent occasions to the police and/or social workers. Therefore, it is vital that their first experience of talking to a trusted adult is a positive one.

During their conversation with the pupil staff will:

- listen to what the child has to say and allow them to speak freely
- remain calm and not overreact or act shocked or disgusted – the pupil may stop talking if they feel they are upsetting the listener
- reassure the child that it is not their fault and that they have done the right thing in telling someone

- not be afraid of silences – staff must remember how difficult it is for the pupil and allow them time to talk
- take what the child is disclosing seriously
- ask open questions and avoid asking leading questions
- avoid jumping to conclusions, speculation or make accusations
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who is being abused
- avoid admonishing the child for not disclosing sooner. Saying things such as ‘I do wish you had told me about it when it started’ may be the staff member’s way of being supportive, but may be interpreted by the child to mean they have done something wrong
- tell the child what will happen next

If a pupil talks to any member of staff about any risks to their safety or wellbeing the staff member will let the child know that they will have to pass the information on. Staff are not allowed to keep secrets.

The member of staff should write up their conversation as soon as possible on CPOMS, in the child’s own words. Staff should make this a matter of priority and it should also detail where the disclosure was made and who else was present. For physical signs of abuse, a body map can also be used (CPOMS or appendix 3). The record should be handed to the DSL.

46. Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Single Point of Access.

Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

47. Making a referral to the Single Point of Access (SPA)

Concerns about a pupil or a disclosure should be discussed with the DSL who will help decide whether a referral to the Single Point of Access is appropriate. If a referral is needed then the DSL should make it. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made they can and should consider making a referral themselves.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the pupil.

If after a referral the pupil’s situation does not appear to be improving the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the pupil’s situation improves.

If a pupil is in immediate danger or is at risk of harm a referral should be made to SPA and/or the police immediately. Anybody can make a referral.

Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

Kingston AfC SPA contact number: 020 8547 5008.

Viv Rimmer on 0208 831 5008 or Caroline Mark on 07771 626 172

Hounslow and Richmond SPA number 02085475008

hounslowandrichmond.spa@nhs.net

Wandsworth SPA 0203 5134421 / 6257

48. Support for staff

We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSLs and to seek further support as appropriate.

49. Confidentiality

Tiffin School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2015) and share information between professionals and agencies where there are concerns.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 1998 and GDPR is not a barrier to sharing information where the failure to do so would place a child at risk of harm.

The DfE emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."

All staff must be aware that they cannot promise a pupil to keep secrets which might compromise the pupil's safety or wellbeing. It is important that staff and volunteers tell the pupil in a manner appropriate to the pupil's age and development that they cannot promise complete confidentiality and that they may need to pass information on to other professionals to help to keep the pupil or other children safe.

However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the headteacher or DSLs will only disclose information about a pupil to other members of staff on a need to know basis.

We will always undertake to share our intention to refer a child to SPA with their parents and carers unless to do so could put the pupil at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with SPA on this point.

50. Record Keeping

Pupils' safeguarding and child protection records will be stored securely and access to them will be appropriately limited. Safeguarding records are held on CPOMs and access is limited to the DSLs, Headteacher and AHTs/Heads of Keystage.

When pupils leave Tiffin School, the school will ensure that their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from their main pupil file, ensuring secure transit and a confirmation of receipt will be requested and retained. Where appropriate, the DSL will share information in advance of the pupil transferring so support can be put in place.

If Tiffin School is the last school that the pupil attends, their child protection file will be securely stored by the school until their 26th birthday is reached when it will be securely disposed of.

51. Procedure for dealing with complaints and allegations about staff

Tiffin school has an Allegations of abuse against staff policy. Despite all efforts to recruit safely there may be occasions when allegations of abuse against children are reported to have been committed by staff, practitioners and/or volunteers, who work with pupils in our school.

An allegation is any information which indicates that a member of staff or volunteer may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children

This applies to any child the member of staff or volunteer has contact with in their personal, professional or community life, such as if they had a child protection concerns raised for their own children.

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school's code of conduct and the 'Guidance for safer working practice for adults who work with children and young people in education settings' [Guidance for safer working practice](#)

Guidance about conduct and safe practice, including safe use of mobile phones by staff will also be given at induction.

All staff should be aware of Tiffin School's Staff code of conduct.

All school staff should take care not to place themselves in a vulnerable position with a pupil. It is always advisable for interviews or work with individual pupils or parents to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff or staff may have concerns about another staff member. If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the headteacher.

The headteacher on all such occasions will discuss the content of the allegation with the local authority designated officer (LADO) within 24 hours and before taking any further action.

If the allegation made to a member of staff concerns the headteacher, the person receiving the allegation will immediately inform the chair of governors who will consult the LADO as above, without notifying the headteacher first.

Reporting to the LADO applies even where the nature of the alleged assault would not normally meet the threshold if applied to children in their own families. For example, a report of a child being smacked by a parent, with no injury caused, would be unlikely to require any response by police or Children's Social Care. However, a similar report of a child being smacked by a teacher should be responded to because of:

- the vulnerability of children away from home
- the higher standards of conduct demanded by law and regulation of those caring for other people's children
- the position of trust enjoyed by such people

Tiffin School will follow the London child protection procedures for managing allegations against staff [London child protection procedures: allegations](#) and procedures set out in [Keeping Children Safe in Education](#)

Suspension of the member of staff, against whom an allegation has been made, needs careful consideration, and the headteacher will seek the advice of the LADO and an HR consultant in making this decision. All options to avoid suspension will be considered. In the event of an allegation against the headteacher, the decision to suspend will be made by the chair of governors in consultation with the LADO and HR.

If the allegation is regarding supply staff, the school will ensure that allegations are dealt with properly. In no circumstances will the school cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply worker, or redeploy them to another part of the school, whilst they carry out their investigation.

If an allegation pertains to an adult not employed directly by the school, for example, catering staff, cleaning staff, peripatetic teachers, sports coaches etc. the school will work directly with the employing agency and the LADO as described above.

We will ensure that all external agencies used are provided with details of the school's process for managing information.

We have a procedure for managing the suspension of a contract for a community user in the event of an allegation arising in that context.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.

51.1 Low level concerns

Reporting Low level concerns about staff

Tiffin School has an "Allegations of abuse against staff and volunteers" policy and this should be read in conjunction with that. It is everyone's responsibility to report an allegation of abuse to the school's headteacher.

An allegation may relate to a concern that a member of staff

- has behaved in a way that has harmed a child, or may have harmed a child, or possibly committed a criminal offence against or related to a child, or behaved towards a child or children in a way that indicates s/he is unsuitable to work with children.

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm but is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of Tiffin may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour might ultimately be intended to enable abuse and must be reported to the Headteacher immediately.

Recording Low level concerns

All low-level concerns will be recorded in writing. The record will include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns will also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible. The record will be kept by the Headteacher. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through the disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Consideration will also be given to whether there are wider cultural issues within the school or college that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. The record will be kept at least until the individual leaves their employment.

52. Whistleblowing

Tiffin School has a whistleblowing policy which is available as a separate document. We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

Our school works hard to encourage a culture of mutual respect and learning. We welcome comments and feedback and provide staff, pupils and parents with a safe mechanism to raise any concerns.

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.

In the first instance this should be raised with the headteacher, the DDSL/DSL or the chair of governors. If it becomes necessary to consult outside the school, they should speak to the LADO for further guidance and support.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally.

Staff can call: 0800 028 0285 or email: help@nspcc.org.uk

Whistle-blowing issues regarding the Headteacher should be raised with the chair of the Governing Board.

53. Physical intervention

Tiffin School has a physical intervention policy included in the staff code of conduct, which is available as a separate document. We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering themselves or others, and that at all times it must be the minimal force necessary to prevent injury to another person. All incidents involving physical intervention will be recorded and signed by a witness.

We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

We recognise that touch is appropriate in the context of working with children, and all staff have been given 'safe practice' guidance to ensure they are clear about their professional boundaries.

54. Linked policies

- Student Behaviour and Discipline policy
- Staff code of conduct
- Whistleblowing policy
- Anti-bullying policy
- Health & safety policy
- Allegations of abuse against staff and volunteers
- Attendance policy
- PSHE
- Teaching and learning
- E-Learning Policy
- Equality policy
- SEND policy
- Sex and relationships education
- Pupil restraint
- Volunteer Risk assessment
- Recruitment and selection
- Prevent Policy

Appendix 1

Only in the absence of CPOMS - Concern reporting form

Please complete this form as soon as possible if you have any concerns about a pupil

Pupil's name			
Pupil's DOB		Day/Date/Time	
Name of member of staff noting concern			

Details of concern

(Please describe as fully as possible and use the pupil's own words where applicable. Include names of witnesses, if relevant, and any immediate action taken.)

Body map attached: Yes No

Signature:

Date:

Please ensure that the completed form is given to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead (you may wish to use the names of the leads)

Actions taken			
Date	Person taking action	Action	Signature

If the parent or carer has **NOT** been informed, please state the reason for this decision:

Signature:

Date:

Appropriate feedback must be given to the person completing the Record of Concern Form

Feedback given to:

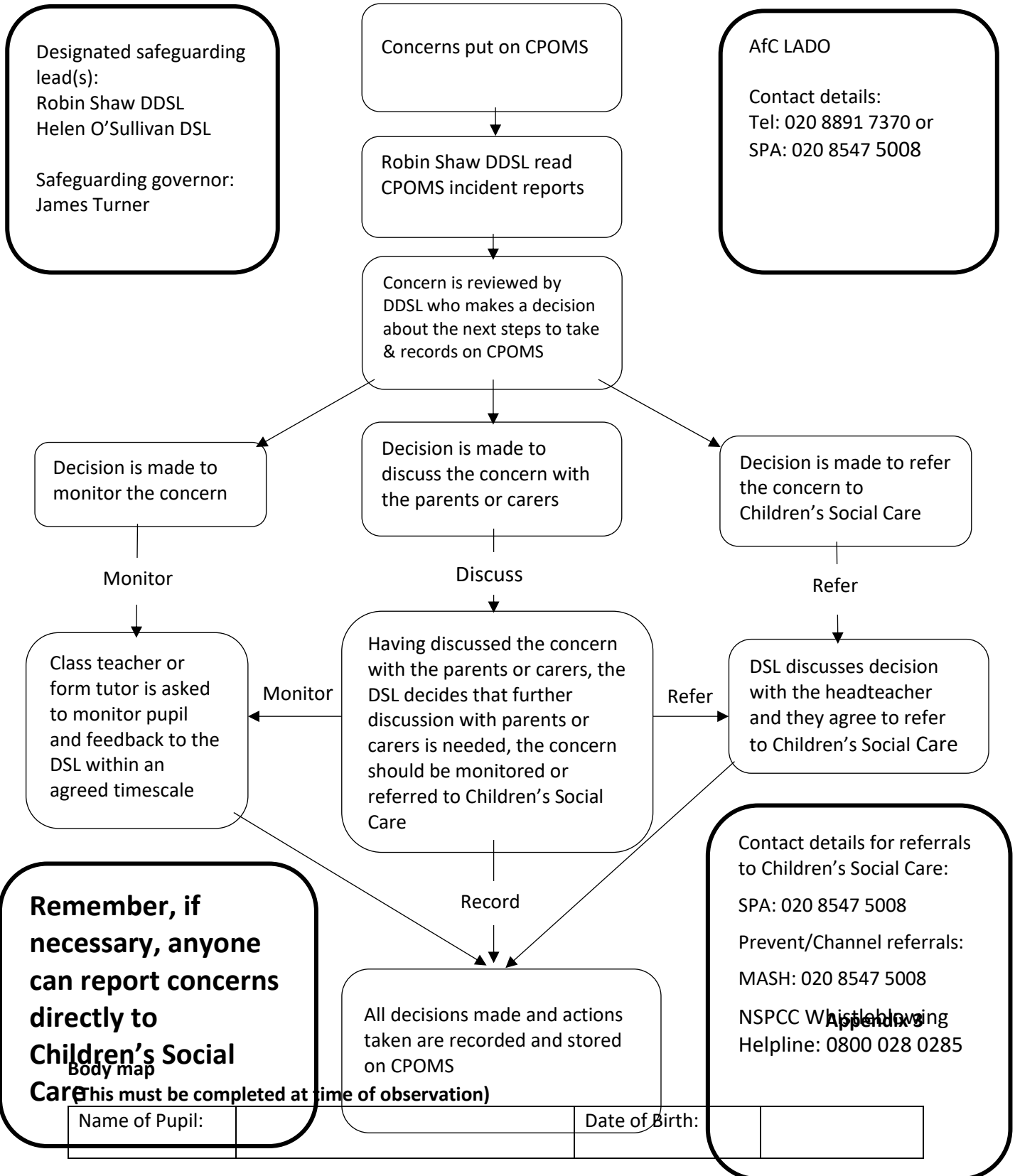
Feedback given by:

Signature:

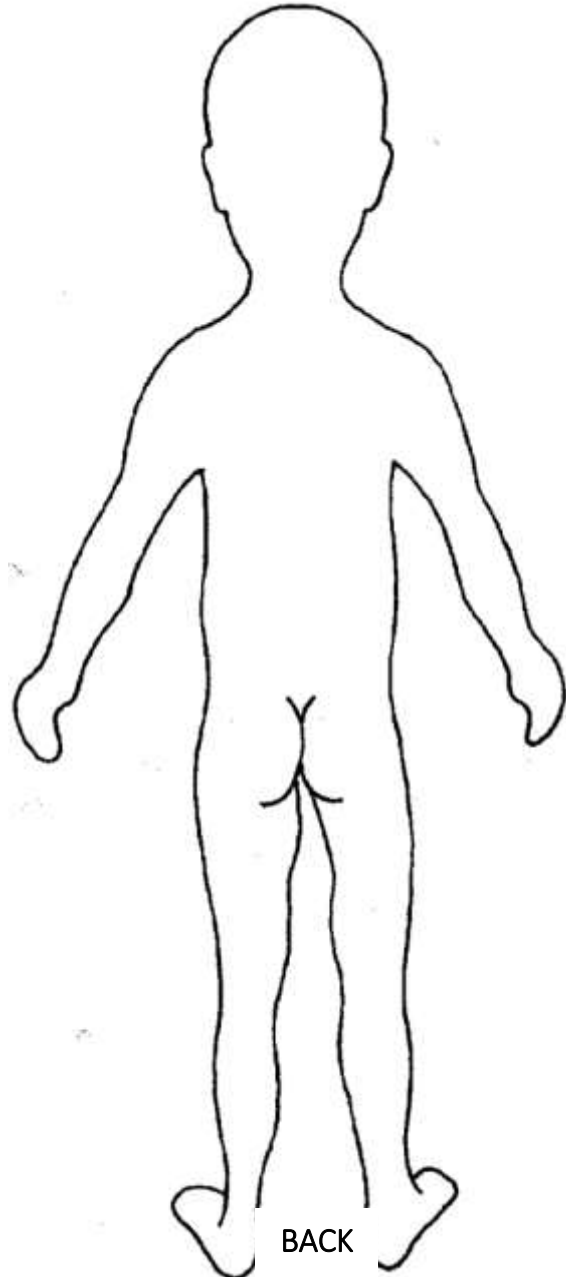
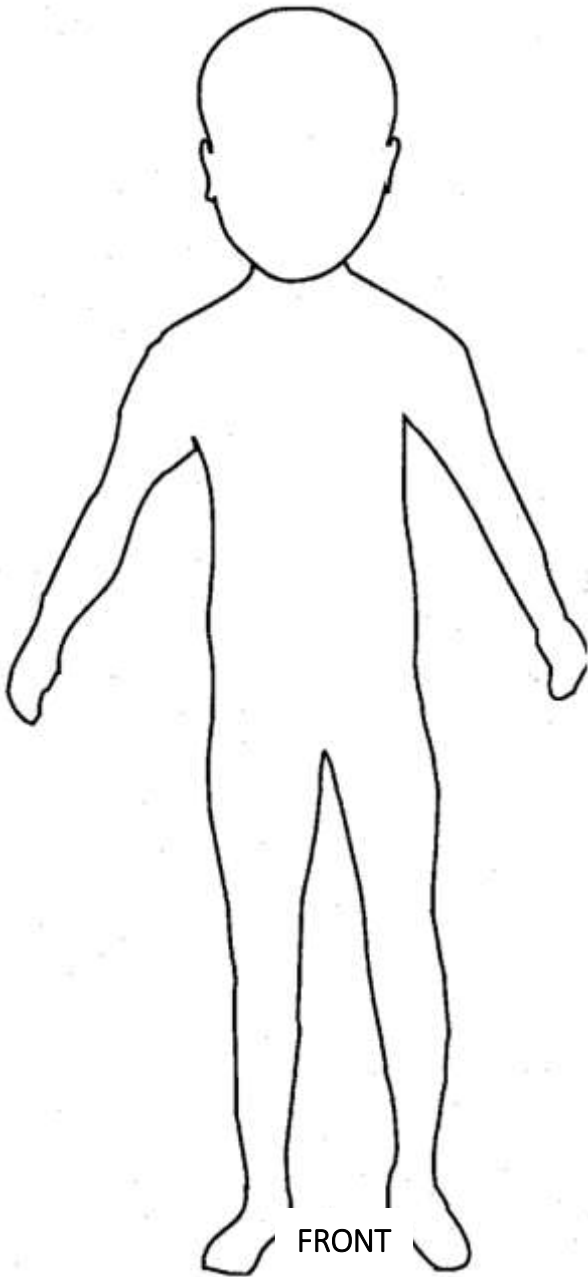
Date:

Concerns flow chart

Raising safeguarding concerns about a child

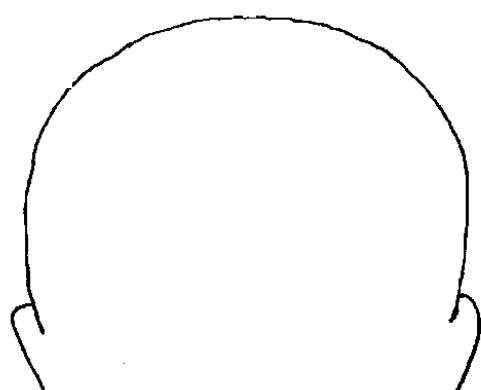
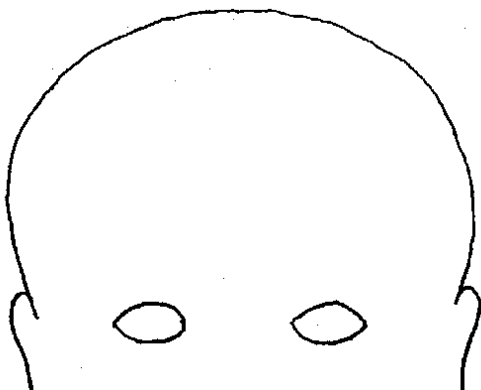


Name of Staff:		Date and time of observation:	
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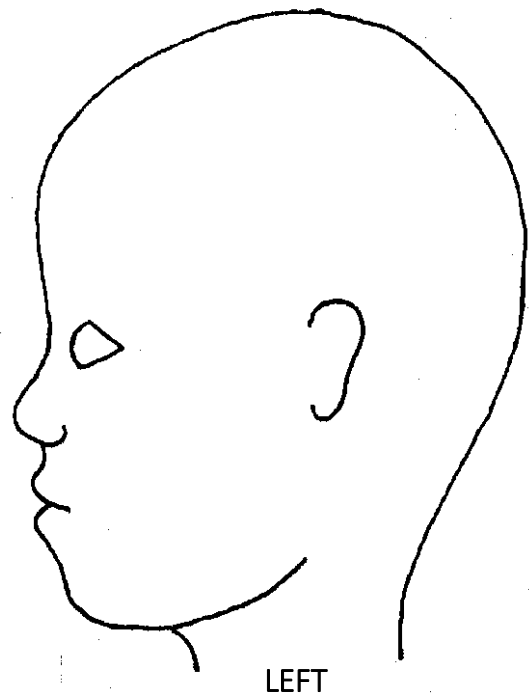
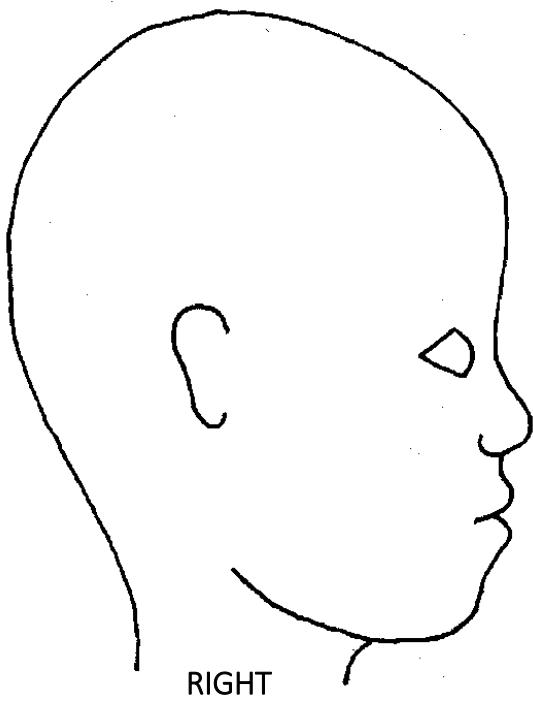
Signature: _____ Date: _____

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	



FRONT

BACK

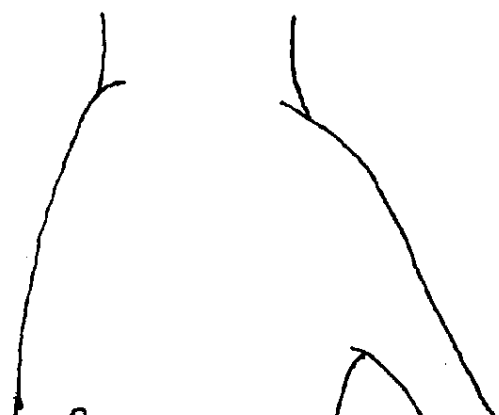


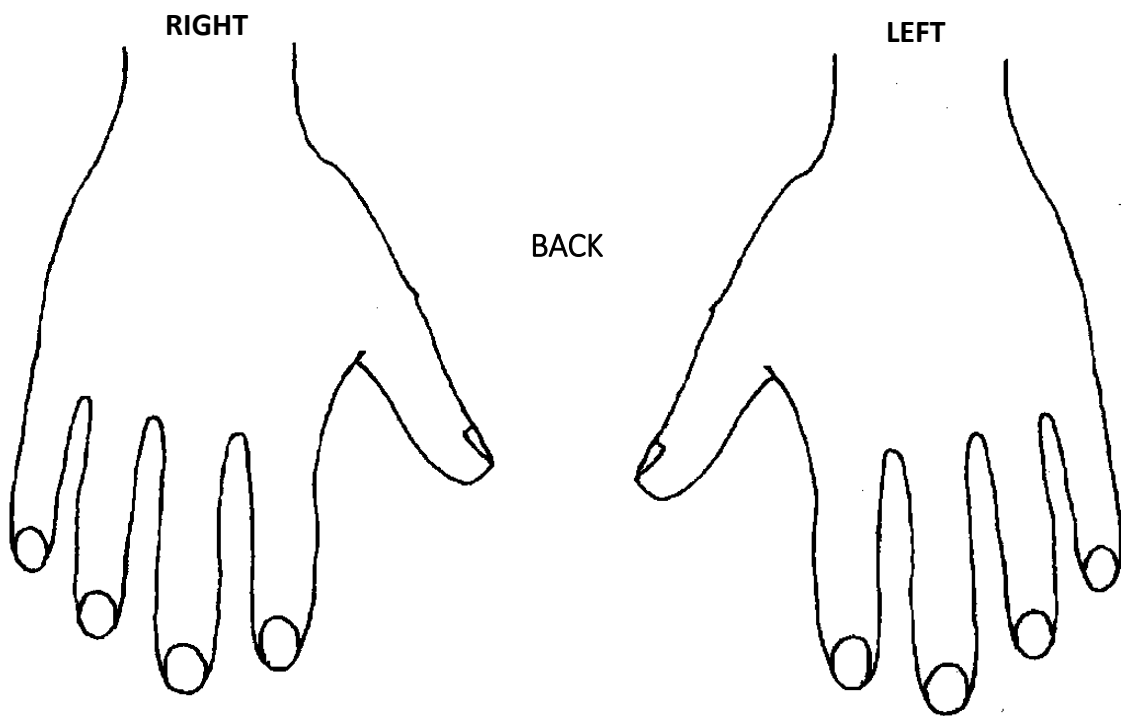
Signature: _____ Date: _____

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

RIGHT

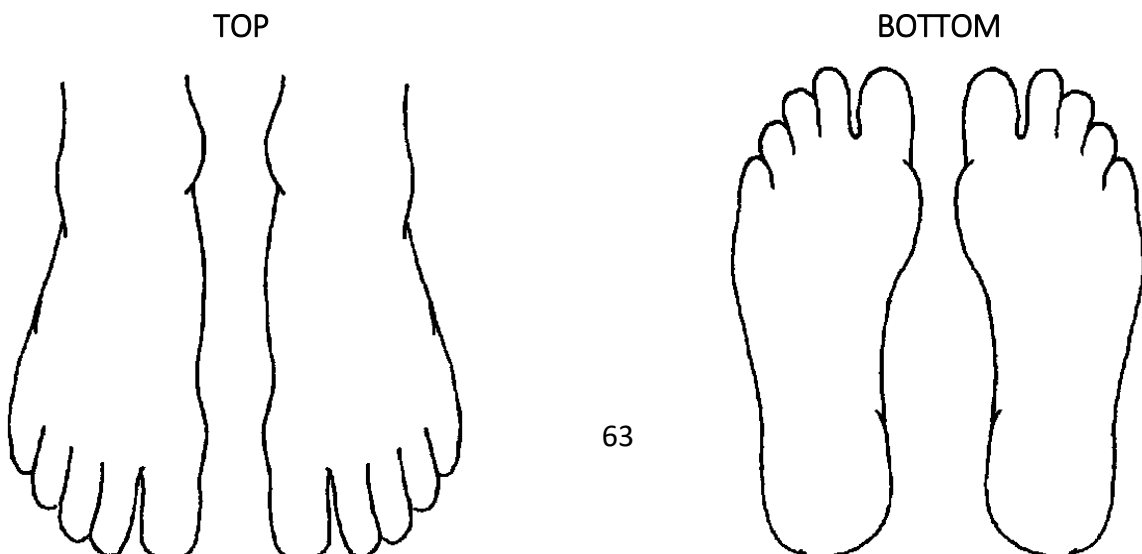
LEFT





Signature: _____ Date: _____

Name of Pupil:		Date of Birth:	
Name of Staff:		Date and time of observation:	

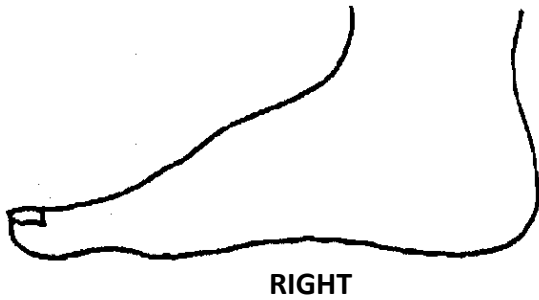


RIGHT

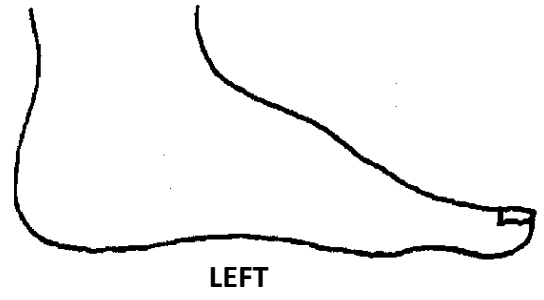
LEFT

RIGHT

LEFT



INNER



LEFT



OUTER



Signature: _____ Date: _____

Appendix 4

Links

Children Act 1989 Care Planning, Placement and Case Review:

www.gov.uk/government/publications/children-act-1989-care-planning-placement-and-case-review

Children Act 2004: www.legislation.gov.uk/ukpga/2004/31/contents

Education Act 2002: www.legislation.gov.uk/ukpga/2002/32/section/175

London Child Protection Procedures and Practice Guidance: www.londoncp.co.uk

Keeping Children Safe in Education: www.gov.uk/government/publications/keeping-children-safe-in-education--2

Working Together to Safeguard Children 2018: www.gov.uk/government/publications/working-together-to-safeguard-children--2

What to do if You're Worried a Child is Being Abused: www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Information Sharing:

www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Guidance on full opening for schools, early years and further education:

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-early-years-and-childcare-closures/coronavirus-covid-19-early-years-and-childcare-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-further-education-provision/what-fe-colleges-and-providers-will-need-to-do-from-the-start-of-the-2020-autumn-term>

Mental Health: <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people>

Children Missing Education Statutory Guidance:

[www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education - statutory guidance.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

Safeguarding Children from Sexual Exploitation:

www.londoncp.co.uk/chapters/sg_sex_exploit_ch.html

Child Sexual Exploitation Definition and Guide: www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

Sexting in School and Colleges:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Searching, Screening and Confiscation:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Female Genital Mutilation Statutory Guidance: www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Kingston and Richmond Safeguarding Children Partnership Female Genital Mutilation Policy:

<https://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/female-genital-mutilation-policy-203.php>

Guidance Forced Marriage: www.gov.uk/guidance/forced-marriage

Looking After Someone Else's Child: www.gov.uk/looking-after-someone-elses-child

Protecting Children from Radicalisation: The Prevent Duty:

www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Educate Against Hate: [Educate against hate](http://www.gov.uk/guidance/educate-against-hate)

Role and Responsibilities of the Designated Teacher:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/269764/role_and_responsibilities_of_the_designated_teacher_for_looked_after_children.pdf

AfC Virtual School: www.afcvirtuelschool.org.uk

Early Help Assessment: www.achievingforchildren.org.uk/early-help-assessment

Guidance for Safer Working Practice: www.safeguardingschools.co.uk/wp-content/uploads/2015/10/Guidance-for-Safer-Working-Practices-2015-final1.pdf

London Child Protection Procedures: Allegations: www.londoncp.co.uk/chapters/alleg_staff.html

Contextual Safeguarding: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Criminal Exploitation of Children and Vulnerable Adults: County Lines:

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

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

Teaching Online Safety: <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

Operation Encompass: <https://www.operationencompass.org/>

Children who run away or go missing from home or care:

<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>

Addendum to Tiffin Safeguarding and Child Protection Policy

School closure arrangements during Covid-19 for Safeguarding and Child Protection. The last lockdown was Spring 2021. We have retained this in case of further lockdowns.

30.3.20

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Tiffin School Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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1. Contacts

Role	Name	Contact Number	Email
Designated Safeguarding Lead	Helen O'Sullivan	Tiffin School 02085466365	hosullivan@tiffin.kingston.sch.uk
Deputy Designated Safeguarding Lead	Robin Shaw		rshaw@tiffin.kingston.sch.uk
	Lucy Hughes		lhughes@tiffin.kingston.sch.uk
Headteacher	Mike Gascoigne		office@tiffin.kingston.sch.uk
Safeguarding Governor	Jim Turner Anna Jones		
Chair of Governors	Phil Phillips		
AfC Education Safeguarding Adviser	Linda Sheehan	07774686362	linda.sheehan@achievingforchildren.org.uk
AfC Adviser for Online Services and Safety	Peter Cowley	07595173975	peter.cowley@achievingforchildren.org.uk
AfC Virtual School Headteacher	Suzanne Parrott	07827895894	suzanne.parrott@achievingforchildren.org.uk

SPA: 020 8547 5008 Out of Hours: 020 8770 5000

LADO: 020 8891 7370

07774332675

lado@achievingforchildren.org.uk

2. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the parents and where necessary the Local Authorities, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Tiffin School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Robin Shaw

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Tiffin School will explore the reasons for this directly with the parent and find an appropriate solution.

Where parents are concerned about the risk of the child contracting COVID19, Tiffin School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Tiffin School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

3. Attendance monitoring

In September 2020, all children are expected to return to school. The school will resume attendance monitoring as normal and in line with government guidance, schools will undertake usual attendance processes but when doing so take into account the addendum-recording attendance in relation to coronavirus-covid-19 during the 2020 to 2021 academic year (link below):

<https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2020-to-2021-academic-year>

The school will also challenge any unauthorised absences.

Where a family is self-isolating awaiting a COVID test or having tested positive, the school will stay in close contact with parents/carers.

If there is another national lockdown or a local lockdown, in line with previous practice, the school and social workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any student that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker where relevant.

The school will complete any Government online attendance record and supply any information regarding attendance requested the Local Authority.

4. Designated Safeguarding Lead

Tiffin school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Helen O’Sullivan

The Deputy Designated Safeguarding Lead is: Robin Shaw

The DSL (or deputy) will be available to be contacted via email, phone, CPOMS or online webcam when working from home. The usual reporting systems will be followed according to the Safeguarding policy.

The DSL’s will continue to be responsible for updating and managing access to CPOMS and liaising with the SENCo, TAs, children’s social workers where they require access to children in need and/or to carry out statutory assessments at the school or college, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, or Headteacher where the DSLs are unavailable. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

In line with the Safeguarding policy, where staff are concerned about an adult working with children, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done via email to the Headteacher. Any concern about the Headteacher should be made to the Chair of Governors.

6. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Tiffin School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the child protection policy, confirmation of local processes and confirmation of DSL arrangements.

7. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Tiffin School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Tiffin School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Tiffin School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. Tiffin School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Tiffin School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE 2019.

8. Online safety in school

Tiffin School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

9. Children and online safety away from school

The school's Online Safety Lead is the DSL and deputy DSL.

The school will continue to ensure that appropriate filters are in place to protect students when they are online on the school's IT systems or recommended resources.

Tiffin School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All staff who interact with children, including online, will look out for signs a child may be at risk. Any such concerns will be dealt with as per the Child Protection Policy and where appropriate referrals will still be made to children's social care and as required, the police.

When delivering virtual lessons where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- 1:1 online webcam meetings will be avoided in most circumstances. Webcam meetings will be arranged to have a minimum of 2 students in any online session with a member of staff. The exceptions being for Careers, Safeguarding or SEND support, when the HoCareers, DSLs, SENCO or TAs will continue meetings online with students.
- Any computers used should be in appropriate areas and the background should be neutral with no personal items on display.
- In most scenarios the student cameras will be turned off.
- The live class can be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.

10. Supporting children not in school

Tiffin School is committed to ensuring the safety and wellbeing of all its Children and Young people. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded on CPOMS. All contacts with the student must be recorded on CPOMS.

Contact with children that the DSL/DDSL consider vulnerable (not limited to the government definition) will aim to be at least once weekly and will be by telephone or webcam wherever possible. The responsibility for this contact can be split across the SEND and Well-being Team but all employees must keep the DSL/DDSL up to date. If a family are not contactable, the DSL/DDSL should in the first instance contact the Education Welfare Service and explain concerns. Where the EWS is not working or is also unable to make contact, the DSL should call 111 and ask for a police welfare check. Where concerns related to contact or other aspects of safeguarding arise, the DSL will consider any referrals as appropriate and where unsure will discuss with the Headteacher.

The school will share safeguarding messages with staff, parents/guardians and students via email and/or Google Classroom.

Tiffin School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Tiffin School need to be aware of this in setting expectations of pupils' work where they are at home and by maintaining pastoral support remotely.

Tiffin School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

11. Supporting children in school

Tiffin School is committed to ensuring the safety and wellbeing of all its students. Tiffin School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Tiffin School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Tiffin School will ensure that where we care for vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and the type of support they receive will be recorded on CPOMS.

Where Tiffin School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead – will discuss them immediately with the Headteacher and SLT.

With the phased reopening of school, Tiffin will conduct a thorough Risk Assessment and will follow the latest government guidelines for returning to school during Covid 19 found here <https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

12. Peer on Peer Abuse

Tiffin School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

13. Pastoral care and Mental health

Tiffin School is aware that negative experiences and distressing life events such as the current circumstances can affect the mental health of pupils and their parents.

Tiffin School will continue to offer support to pupils who are not on site, this will be done remotely or by email or phone. Tutors will continue to provide tutor time sessions online and monitor the wellbeing of their tutees.

The pastoral structure will continue to function remotely with tutors, Head of Year and Head of Key Stage providing tutorials, assemblies and regular communication with their forms/year groups. They will continue to apply the school's Safeguarding policy and lines of reporting concern.

Tiffin School will ensure that all pupils have contact details for appropriate internal and external support services.

https://docs.google.com/document/d/1X7hFogkOB3iCiwmuoXTGCasV_fcJawqgmJgsMNw6eok/edit?usp=sharing