

# Safeguarding and Child Protection Policy 2019

Date of original policy	August 2019
Original Author	ISCB
Review date and SLT initial	September 2019 CN
Next review date	September 2020 (unless otherwise advised by ISBC)

Reference: SRS Safeguarding and Child Protection Policy September 2019

## What to do if you are worried about a child/young person

### Why are you concerned?

For example

- Disclosure **Do we need to explain what a disclosure is? Add an example?**
- **Disclosure - child directly tells you about a concerning situation or event.**
- Child's appearance - unexplained marks and bruises, clothes, hygiene
- Change in behaviour, presentation, attendance, progress and attainment
- Behaviour which causes concern, indicates risk/vulnerability

### Immediately record your concerns

Follow the school's procedure (listen to the child, complete a Cause for concern form and take it to the DSL ASAP and definitely before you leave site that day) If responding to a disclosure:

- Reassure the child and clarify concerns if necessary e.g. ambiguous words and phrases
- Use child's own words and indicate any marks on body map charts, Sign and date all records
- Ask open ended questions e.g. Who, When, What, Where? (Not adding this sure

**Inform the Designated Safeguarding Lead as soon as possible and definitely before you leave site** Cerys Normanton, Headteacher (in emergency 07757 338077). If you suspect FGM call the police.

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Refer to ISCB Threshold document and procedures to support consideration: [www.iscb.org.uk](http://www.iscb.org.uk)
- Refer to other agencies as appropriate e.g. Children's Services Contact Team (CSCT) LADO, Police.
- If unsure then consult with CSCT, without giving child's details (0207 527 7400)

### If you are unhappy with the response

#### Staff:

- Follow Whistleblowing Policy - copy in staffroom and T-drive
- Follow ISCB Escalation policy and procedures

#### Pupils and Parents:

- Follow school complaints policy - copy in staffroom and T-drive

**Record decision making and action taken in the child's safeguarding/child protection file. Set up new file if this is the first concern. Include all email correspondence in this file and include a chronology.**

### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance, attendance etc.?
- How long you will monitor for?
- How you will record and to whom you will feedback and when?

**SENCO/DSL Review and Re-refer (as necessary)**

At all stages the child's circumstances will be kept under review.  
The DSL/staff will re-refer if required to ensure the **child/young person's ongoing safeguarding and welfare needs are addressed.**

## Introduction and Ethos

*"Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All school and college staff have a responsibility to provide a safe environment in which children can learn."*<sup>1</sup>

- a. Samuel Rhodes School recognises the importance of creating and maintaining a safeguarding culture that will help all pupils to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are committed to providing an environment where children: can play, learn, develop and achieve, are safeguarded, and are enabled to disclose if they are being harmed in some way. We are alert to the signs of abuse and neglect and follow our procedures to ensure that all pupils receive effective support, protection and justice.
- b. Samuel Rhodes School recognises that some children may be especially vulnerable to abuse. We understand that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, behaviour may be challenging and they may exhibit concerning behaviours and at times this may impact on other children either directly or indirectly. We will always take a considered and sensitive approach in order to support all of our pupils.
- c. SRS's core safeguarding principles are:
  - That schools are an important part of the wider safeguarding system for children.
  - It is a whole school responsibility to safeguard and promote the welfare of children
  - All children (defined as those up to the age of 18) have equal rights to protection regardless of age, gender, ability, culture, race, language, religion or sexual identity
  - All children have a right to be heard and to have their wishes and feelings taken into account
  - All staff understand safe professional practice and adhere to our code of conduct and other associated policies
  - All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

Please note that the procedures contained in this policy apply to all staff (including teaching and non-teaching, temporary staff and volunteers) and governors and are consistent with the London Child Protection Procedures, 2019.

## Within this document

- Safeguarding: Working Together to Safeguard Children, 2019, defines safeguarding as:
- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best life chances.

### **1. Context**

- a. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. In addition, Section 175 (Section 157 for academies and independent schools) of the Education Act, 2002 requires governing bodies of maintained schools and further education colleges (including sixth form colleges) to ensure they safeguard and promote the welfare of children who are either pupils at the school or who are students under 18 years of age attending the further education institution.

#### This includes:

[Working together to safeguard children \(DfE\) \(WTSC\)](#)

[DfE guidance Keeping Children Safe in Education \(KCSIE\) Part One - information for all school and college staff and Appendix 1\(DfE, September 2019\)](#)

[London Safeguarding Children Procedures, March, 2019](#)

[Teaching online safety in schools \(DfE, 2019\)](#)

[Ofsted guidance 'Inspecting safeguarding in early years, education and skills' \(2019.\)](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Criminal Exploitation of children and vulnerable adult - county lines guidance \(Home Office, 2018\)](#)

[Children and Social Work Act, 2017](#)

[Early Years and Foundation Stage Framework, 2017 \(EYFS\)](#)

[Preventing and Tackling Bullying \(DfE, 2017\)](#)

[Preventing youth violence and gang involvement \(Home Office, 2015\)](#)

[Female Genital Mutilation Act 2003 \(S. 74 - Serious Crime Act 2015\)](#)

- b. All staff and volunteers at Samuel Rhodes School recognise that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will respond in the same way as they do to protect children from any other risks.
- c. We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with: [sexual violence and sexual harassment between children policy](#)  
This Safeguarding and Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school. It should be read in conjunction with the Staff Code of Conduct Policy, Behaviour Policy, Health and Safety Policy, Educational Visit Policy, E-safety Policy. It should also be read in conjunction with Keeping Children Safe in Education (DfE, 2018)
- d. Supporting Guidance (to be read and followed alongside this document) Will this be available alongside the printed version of this document?

[Information Sharing Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers](#)

[What to do if you're worried a child is being abused - Publications - GOV.UK](#)

[Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings - Safer Recruitment Consortium, 2015](#)

[Mental health and behaviour in schools - Publications - GOV.UK](#)

[Teachers Standards 2012](#)

[Safeguarding Disabled Children - Practice Guidance - DOH, 2009](#)

## **2. Key Responsibilities**

All adults working with children and families in the community, have a statutory responsibility to safeguard and promote the welfare of children and must be aware of and fully conversant (complex word - maybe comply or complaint?) with this policy. All adults must have access to this policy and follow the school's procedures and guidance at all times.

The Governing Body and Leadership Team will ensure that the DSL is properly supported in this role at in relation to time, support and resources.

a. The Governing Body

- The Governing Body holds overall responsibility for the child protection and safeguarding functions of Samuel Rhodes School and will ensure that the school's safeguarding arrangements take into account the procedures and practice of the local authority.
- The Governing Body and school leadership team are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place. It ensures that volunteers are appropriately supervised in school.
- The Governing Body ensures our pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. From September 2020, our school will work in accordance with new government regulations to deliver Relationships Education, Relationships and Sex Education, and Health Education (dependent on the pupils needs).
- The Governing Body holds overall responsibility for the child protection and safeguarding in the school, the day to day operational responsibility rests with the Headteacher.

b. Responsibilities of the Headteacher

- The Headteacher and DSL is responsible for ensuring that this child protection policy and other relevant policies and procedures, adopted by the Governing Body, are fully implemented and followed by all staff
- The Headteacher and DSL is responsible for all concerns about poor or unsafe practice regarding children, will be addressed sensitively and in a timely manner in accordance with the school's whistle blowing policy.

c. Designated Safeguarding Lead (DSL)

- They have the overall responsibility for the day to day oversight of safeguarding and child protection systems in school. The school has 7 deputy DLS's who deputise for when the Head teacher is not available. The deputies are Mo, Will, Jenny, Aine, Chelsea, Annu and Amy.
- The Head Teacher and DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role.
- During term time the Designated Safeguarding Lead (or a deputy) will always be available for staff to discuss any safeguarding concerns.
- The Designated Safeguarding Lead is the central contact point for all staff to discuss any safeguarding concerns and has lead responsibility for managing child protection referrals,

safeguarding training and raising awareness of all child protection policies and procedures. They will ensure that everyone in school is aware of this policy and our procedures and that they are followed at all times.

- The DSL maintains a confidential recording system for all safeguarding and child protection concerns and works closely with the Designated Teacher for CLA and the Head of the Virtual School for all children who are looked after or have previously been looked after.
- The DSL ensures that the school provides reports/updates and is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences, Core Group meetings and Team around the Child Meetings)

d. Staff and volunteers

- All staff maintain an attitude of 'it could happen here' where safeguarding is concerned and always act in the best interests of the child. ***It is not the role nor responsibility of those working with children in the school to assess, diagnose or investigate whether a child is at risk of or suffering harm or abuse.*** It is the responsibility of all staff to be aware of the need to report any concerns about a child to the DSL or deputy DSL.
- All staff have a responsibility to provide a safe learning environment in which our children can learn. They will ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience, including through curriculum development and planning
- Any child may benefit from early help and all staff members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection.
- All staff and volunteers take individual responsibility for knowing what to do if a child discloses, or they have concerns about abuse or neglect. Members of staff know how to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

e. Pupils

- Pupils will be supported to seek help from a trusted adult if things go wrong and support others who may be experiencing safeguarding concerns through assemblies and posters around the school.
- They will develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

#### f. Parents and Carers

- Parents and carers will discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- They will identify changes in behaviour which could indicate that their child is at risk of harm online, or in the wider community, and communicate these with the school where identified
- They will seek help and support from the school, or other appropriate agencies, if they or their child have any safeguarding concerns

### 3. Recognition and Types of Abuse and Neglect

- All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- All staff are aware of the signs of abuse and neglect and are able to identify children who may be in need of help or protection. Staff are also aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). Staff are aware of safeguarding issues that can put children at risk of harm and understand that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

### 4. Children in Specific Circumstances

#### a. Peer on peer abuse

- Our school may be the only stable, secure and safe element in the lives of children at risk of, or who have suffered harm. Nevertheless, whilst at school, their behaviour may be challenging and defiant, or they may instead be withdrawn, or display abusive behaviours towards other children. Our school recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.
- Peer on peer abuse may include bullying (including cyber bullying), physical abuse, sexual violence/sexual harassment, 'up-skirting', 'sexting' or initiation/hazing type violence and rituals. We do not tolerate any harmful behaviour in school and will take swift action to intervene where this occurs. We use lessons and assemblies to help children understand, in a need-appropriate way, what abuse is and we encourage them to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. Our school understands the different gender issues that can be prevalent when dealing with peer on peer abuse.

#### b. Serious violence

All staff are aware of indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

#### c. Safeguarding Children with Special Educational Needs and Disabilities

- Our staff are aware of the additional barriers which exist recognising abuse and neglect in our pupils. This includes:
  - Being more prone to peer group isolation than other groups and being disproportionately impacted by things like bullying, without outwardly showing signs of being bullied
  - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability rather than abuse or neglect
  - Speech, language and communication needs which may make it difficult to tell others what is happening.
- Our school understands the additional vulnerability of children with special educational needs and disabilities and will ensure positive and proactive behaviour support to reduce the occurrence of risky behaviour and the need to use restraint.

#### d. Children Missing from Education

- Our school recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. We are aware that a child going missing from education is a potential indicator of abuse or neglect.
- Our school has a procedure in place for responding to unauthorised absence and responding to children who go missing from education.
- Our school follows the ['Children missing education: statutory guidance for local authorities'](#) (September 2016) as part of the procedures for responding to unauthorised absence over a period of 10 days. (section 17, P.g.8)

#### e. Gangs, County Lines, Violent Crime and Exploitation

- Samuel Rhodes School recognises the impact of gangs, county lines, violent crime and exploitation on children and young people. We recognise that our initial response is important and so staff will take any allegation seriously and work in ways that support children and keep them safe.

- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Increased absence from school.
  - Change in friendships/relationships with others/groups.
  - Significant decline in performance.
  - Signs of self-harm/significant change in wellbeing.
  - Signs of assault/unexplained injuries.
  - Changes in presentation such as hygiene

f. Domestic abuse

- Domestic abuse can take many forms, including psychological, physical, sexual, financial and emotional. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

g. Child Sexual Exploitation (CSE)

- All staff at have been made aware of the revised definition of Child Sexual Exploitation, as issued by the Department for Education in February 2017 which is *"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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"*.
- We understand that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns.

h. So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

- **Female Genital Mutilation (FGM)** comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and a form of child abuse.
- As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on all staff to notify the police of suspected or known cases of female genital mutilation where it appears to have been carried out or we suspect it will be carried out, on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

- A **forced marriage** is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

i. Online Safety

- Samuel Rhodes School recognises that the use of technology presents particular challenges and risks to children and adults both inside and outside of school.
- Samuel Rhodes School identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:
  - content: being exposed to illegal, inappropriate or harmful material
  - contact: being subjected to harmful online interaction with other users
  - Conduct: personal online behaviour that increases the likelihood of, or causes, harm.
- Samuel Rhodes School recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 and EYFS 2017.
- Further information reading the specific approaches relating to this can be found in the schools Online Safety Policy, Acceptable Use Policy.
- Samuel Rhodes School will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision. The school will be careful to ensure that these systems do not place unreasonable restrictions on internet access or limit what children can be taught with regards to online teaching and safeguarding.
- Samuel Rhodes School will ensure a need appropriate curriculum is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

j. Radicalisation

- All staff recognise that children exposed to radicalisation and extremism should be protected and safeguarded in the same way as protecting children from other risks and will report concerns regarding radicalisation and extremism to the DSL who will follow local and national guidance.
- All staff will complete an approved training package which includes guidance on how to identify people who may be vulnerable to being drawn into terrorism, and how to refer them into the Channel process

## 5. Safeguarding and Child Protection Procedures

- Samuel Rhodes School adheres to the London Safeguarding Children Procedures (Online, April, 2019). The full procedures and additional guidance relating to specific safeguarding issues can be found on the ISCB website [www.islingtonscb.org.uk](http://www.islingtonscb.org.uk)
- When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the DSL (and deputy DSLs) and how to share concerns with them.
- Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the DSL (or, in their absence, the deputy DSL). See flowchart on page 3.
- The DSL or deputy DSL will immediately refer cases of suspected abuse or allegations, by telephone, to the Disabled Children's Team in Islington on 0207 527 3366 or the local authority where the child lives. For Islington referrals the telephone referral to CSCT will be confirmed in writing using the CSCT Request for Service/Referral Form within 48 hours. Referrals to other local authority statutory services will be followed up, within the same timescale. All referrals will be made using the local authority's referral process (KCSIE, 2019) See <https://www.gov.uk/report-child-abuse-to-local-council> for local authority child protection referral contact details.
- Wherever possible, the school will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede any further investigation.
- Whilst all staff should speak to the Designated Safeguarding Lead (or deputy) with regard to any concerns about Female Genital Mutilation (FGM), they have a statutory duty to report this to the police if they are concerned that an act of FGM appears to have been carried out on a girl under the age of 18. . See Annex A of KCSIE, 2019 for further details.
- If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, they should press the DSL for re-consideration of the case. If then the staff member remains concerned that appropriate action is not being taken, it is their responsibility to seek further direct consultation from the safeguarding governor. (See flow chart: What to do if you are worried about a child/young person)

## 6. Record Keeping

- Staff will record any welfare concern that they have about a child on the Cause for Concern form with a completed body map if injuries have been observed and pass them without delay to

the DSL. Records will be completed immediately, using the child's words where appropriate, and will be signed and dated by the member of staff concerned.

- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with the DSL or deputy.
- Safeguarding and child protection records are kept for individual children and are maintained separately from all other records. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover in line with KCSIE, 2019. These will be given to the new DSL and a receipt of delivery will be obtained. Further information can be found in ISCB Guidelines for Recording, Storing and Transferring Safeguarding and Child Protection Records in Education Settings, September, 2018

## **7. Confidentiality and Information Sharing**

- Samuel Rhodes School recognises that all matters relating to safeguarding and child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff are aware that they have duties to keep any information about children, families and colleagues which they have access to as a result of their role confidential.

## **8. Inter-agency Working**

- Samuel Rhodes School recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance.
- Schools are not the investigating agency when there are child protection concerns and will pass all relevant cases to the statutory agencies. We will contribute to the investigation and assessment processes as required, and support the child while these take place.
- Samuel Rhodes School recognises the importance of inter-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early Help meetings.
- The School Leadership Team including the DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

## **9. Complaints**

- The school has a Complaints Procedure which is available to parents, pupils/students and members of staff who wish to report concerns.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific Procedures for Managing Allegations against Staff policy.

## **10. Staff Induction and Training**

- All members of staff have been provided with a copy of part one of KCSIE, 2019 which provides an overview of safeguarding duties and responsibilities and read Annex A as part of KCSIE, 2019. They must sign to confirm that they have read and understood these documents
- The DSL will ensure that all new staff and volunteers are appropriately inducted in the school's internal safeguarding procedures.
- All staff members will receive appropriate safeguarding and child protection training which will enable them to:
  - Recognise potential safeguarding and child protection concerns involving pupils and adults
  - Respond appropriately to safeguarding issues and take action in line with this policy
  - Record concerns in line with the school policies
  - Refer concerns to the DSL and be able to seek support external to the school if required
- All staff members receive appropriate training to ensure they are aware of a range of safeguarding issues.
- Agency staff working at the school will need to bring their DBS with them as well as a form of ID. The agency will also be required to carry out DBS checks on employees and provide the details of relevant employees to the school.
- All staff members receive regular safeguarding and child protection updates in the form of weekly emails and discussions in whole school briefings.
- The DSL will maintain an up to date register of who has received safeguarding and child protection training, including Prevent and will provide an annual update to the Governing Body as part of the annual safeguarding report.
- Although the school has a nominated lead for the Governing Body (Alison Khan), all members of the Governing Body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## **11.Safe Working Practice**

- All members of staff are required to work within clear guidelines on the school's Code of Conduct.
- Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, staff will avoid placing themselves in a vulnerable position regarding potential allegations.
- There are circumstances when it is appropriate for staff to use 'reasonable force' to safeguard children and young people, such as guiding a child to safety or breaking up a fight. The term 'reasonable force' covers a broad range of actions. 'Reasonable' means using no more force than is needed. All staff are aware that they **MUST** record any positive intervention restraints and use of reasonable force in the allocated record book on the day that it occurs as well as complete an incident form recording all details of the event.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings and related school policies.

## **12.Staff Supervision and Support**

- The Senior Team aim to create a culture and environment where members of staff feel competent and confident to raise concerns and feel supported in their safeguarding role.
- The induction process will include familiarisation with child protection responsibilities and procedures as outlined above. All new staff receive induction training and sign to state they have read and understood the safeguarding procedures within the school.

## **13.Safer Recruitment**

- Samuel Rhodes School is committed to recruiting staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. To this end, the Governing Body will ensure that the key staff members complete accredited Safer Recruitment Training in line with statutory requirements.
- Samuel Rhodes School is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and Governors and meets statutory requirements.

## **14. Allegations Against Members of Staff and Volunteers**

- Samuel Rhodes School recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. **Such allegations should be referred immediately to the Head Teacher** in line with KCSIE (2019) who will contact the Local Authority Designated Officer (LADO). In the event of allegations of abuse being made against the Headteacher then staff are advised that allegations should be reported to the Chair of Governors and directly to the LADO.
- All staff and volunteers are made aware of the school's Whistle-blowing policy and procedure's and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.
- Samuel Rhodes School has a legal duty to refer anyone to the Disclosure and Barring Service (DBS) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences.

## **15. Security**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.
- Appropriate checks will be undertaken in respect of visitors and volunteers and they will have to display a visitor's badge or agency staff badge whilst on school grounds. Any individual who is not known or identifiable should be challenged for clarification and reassurance. Pupils and staff alike are enabled to challenge unknown persons' identity for clarification, following our safeguarding procedures.
- The school will not accept the behaviour of any individual (parent or professional) who threatens school security or causes others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## **22. Local Support**

### **Islington Children's Services Contact Team**

Telephone: 020 7527 7400

[csctreferrals@islington.gov.uk](mailto:csctreferrals@islington.gov.uk)

### **Islington LADO**

Telephone: 0207 527 8101

Email: [lad0@islington.gov.uk](mailto:lad0@islington.gov.uk)

### **Islington Police**

101 (or 999) if there is an immediate risk of harm)

### **Islington Safeguarding Children Board (ISCB)**

[iscb@Islington.gov.uk](mailto:iscb@Islington.gov.uk)

### **Islington Family Information Service**

Telephone: 0207 527 5959

<http://www.islington.gov.uk/fis>

### **Islington Family Directory**

<http://directory.islington.gov.uk/kb5/islington/directory/service.page>

## **Appendix : National Support Organisations**

### **Support for staff**

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### **Support for Pupils**

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [www.napac.org.uk](http://www.napac.org.uk)

- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### **Domestic Abuse**

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)

### **Honour based Violence**

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### **Sexual Abuse and CSE**

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

### **Radicalisation**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)