



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

- *Help young people to achieve their greatest potential*
- *Guide their intellectual growth, nurture their God-given talents, and inspire them to live in service to others*
- *Aim to develop honest, confident, responsible and compassionate members of society, based on the educational values of Blessed Antonio Rosmini*

Our Vision Statement – the long-term change resulting from our work

‘Encouraging Big Ideas’

Ratcliffe’s unique educational offering based on our College motto, “Legis Plenitudo Charitas”, Love is the fulfilment of the Law, provides a perfect context within which young people may acquire the emotional knowledge and interpersonal skills necessary to live happy and purposeful lives. The College’s inclusive Catholic ethos is complemented by the outstanding quality of our College community through which our Mission, “Learning and Growing in the Light of the Gospel”, serves to nurture resilience and develop maturity. Young people leave Ratcliffe with a strong sense of who they are and their purpose in the world, equipped socially, emotionally, morally and spiritually to go forth and make a difference to the communities in which they live and work.

Author: Mr Jeffrey Masterton	Receiver: All staff/Governors
Date: September 2023	Next Review: September 2024

Ratcliffe College

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to all three sections of the School: The Senior School, Preparatory School and EYFS (Nursery).

This policy is reviewed annually by the Governing body and was last reviewed on:

Signed	(Mrs Samantha Spillane, Chair of Governors)
Signed	(Mrs Teresa Gamble, Governor responsible for Safeguarding and Child Protection)
Signed	(Mr Jeff Masterton, Director of Safeguarding, & Designated Safeguarding Lead)
Signed	(Mr Jonathan Reddin, Headmaster)

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1. INTRODUCTION

At Ratcliffe College we are committed to safeguarding children¹ and expect everyone who works, volunteers or otherwise supports children in our school to share this commitment. The ethos of safeguarding at Ratcliffe College is that the welfare of the child is paramount.

Children and young people at Ratcliffe College are encouraged to talk to us about anything that may be negatively impacting on them and we will always act in the best interest of the child.

In order to fulfil this responsibility effectively, all colleagues should make sure their approach is child centred to address risks and prevent situations escalating. This means that they should consider, at all times, what is in the best interests of the child and that the welfare of the child is paramount.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children are defined for the purposes of this policy as protecting children from;

- abuse
- maltreatment
- impairment of their mental and physical health or development

Ratcliffe College will take all steps in:

- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;
- acting on and referring early signs of abuse and neglect and radicalisation; and keeping clear and accurate records

Our School will therefore:

- Ensure that all members of staff receive a copy of, read and understand Part 1 of Keeping Children Safe in Education 2023. Staff should be aware of the signs of abuse, neglect and specific safeguarding issues, so that they are able to identify children who may be in need of help and to report concerns to the Designated Safeguarding Lead (DSL)
- Ensure pupils are taught about safeguarding, including online safety, sexual violence and sexual harassment and bullying, amongst other subjects, through various teaching and learning opportunities as part of providing a broad and balanced curriculum;
- Ensure that staff members working with children have an attitude of '**it could happen here**' where safeguarding is concerned;
- Ensure that all staff members are aware of the [Safeguarding and Child Protection Policy](#), [Behaviour, Rewards and Sanctions Policy](#), [Anti-Bullying Policy](#), the [Staff Code of Conduct](#), and the [Child on Child Abuse Policy](#) as well as the role of the DSL and deputies as part of staff

¹ Children includes everyone under the age of 18 years. This can be extended to age 24 years if they are a child in care, have an Education and Health Care Plan or other disability.

induction and are revisited regularly, at appropriate intervals (at least annually), via training and covered at Staff Meetings. Safeguarding and Child Protection will appear as an agenda item on the staff INSET day each September. Copies of the above policies and Part one of KCSIE, September 2023 will be provided to staff at their Induction;

- Provide a safe environment in which children can learn;
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse (including online), and to know who they can turn to for help;
- Have a Director of Safeguarding who will act as the Designated Safeguarding Lead and who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services;
- Recognise its duties to pupils in need, providing 'early help' and intervention, while also providing support for pupils at risk. 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 the teenage years. In the first instance, staff should discuss early help requirements with the DSL.
- Ensure that staff are aware of the process for making referrals to the children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm). In the first instance, staff should generally discuss any potential referral with the DSL, who in most instances would make any referral and follow local agreed multi-agency procedures.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies where appropriate;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Records and prohibition from teaching checks.
- Maintain a Single Central Record to ensure individuals working with children have been appropriately checked
- Keep up-to-date records.

Named staff and contacts for safeguarding matters:

- The Director of Safeguarding and Designated Safeguarding Lead for the whole college is Mr Jeffrey Masterton.
- Deputy Designated Safeguarding Leads:
Mr James Rainer, Deputy Head Pastoral
Mrs Christina Craven, Wellbeing Coordinator
Miss Alicia Corbinzolu, Head of Year
Mrs Elizabeth Battram, Head of Year
Sister Debra Warburton, Medical Team
Mrs Lisa Webster, House Mistress
Mrs Sibhon Minford, Head of Preparatory School
Mrs Merrony Markham, Deputy Head of Preparatory School
Mr Jon Litchfield, Teacher

Mrs Rachel Ravat, Head of Nursery

Mrs Frances Daw, Chaplaincy

- Nominated Safeguarding Governors – Mrs Teresa Gamble and Dr Mary Riley

2. MENTAL HEALTH

Ratcliffe College has an important role to play in supporting the mental health and wellbeing of our pupils. Mental ill health can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. There are clear systems in place to support the mental well being of our pupils at Ratcliffe College, including, but not limited to the support offered by Tutors, Teachers, Senior Leadership Team, Heads of Year, Wellbeing Coordinator, Year 13 Peer-Listeners, the Lighthouse and School Counsellor.

The Social, Emotional and Mental Health Policy outlines in more detail the support and provision provided at Ratcliffe College.

Further guidance from the Dfe on supporting mental health within the school environment can be found at <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>

3. PROCEDURES FOR DEALING WITH AND REFERRING CONCERNS ABOUT CHILDREN IN NEED AND/OR AT RISK, IN ACCORDANCE WITH LOCALLY AGREED INTER-AGENCY PROCEDURES

In an emergency, anyone can make a referral to the Leicester, Leicestershire and Rutland Safeguarding Partnership via Children's Social Care or Police on:

- Police 999 or 101

Children's Services

- 0116 305 0005/0116 4541004 for Leicestershire and
- 01572 758407 for Rutland

Allegations against a member of staff, or other adult associated with Ratcliffe College, must be reported to the Headmaster in the first instance who will then seek advice from the Local Authority Designated Officer (LADO).

Telephone: 0116 305 7597.

Further contact details for other local authorities can be found in Appendix 3.

3.1. What school staff need to know and look out for

- All staff must be aware of the systems within the School which support safeguarding, including the Safeguarding and Child Protection Policy, Child-on-Child Abuse Policy, Behaviour Rewards and Sanctions Policy, Anti-Bullying Policy, Acceptable Use Policy, Children Missing Education and Staff Code of Conduct;
- All staff must be aware of the signs and symptoms of abuse to identify children who may be in need of help or protection (see Definitions and Categories of abuse);
- Staff are advised to maintain an attitude of '**it could happen here**' and when concerned about the welfare of a pupil, staff members should always act in the best interests of the child.
- Knowing what to look for is vital for the early identification of abuse. If staff are unsure, they should **always** speak to the DSL (or a DDSL)
- **Any** child may benefit from early help, but all staff should be particularly alert to 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 and Health Care Plan);
 - is a young carer;
 - is showing signs of being drawn into 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 circumstances presenting challenges for the child, such as witnessing substance misuse, 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.

3.2 What staff should do if they have a concern for a child

- If a member of staff has a concern, they should raise these with the DSL or a Deputy DSL. They will help decide whether a referral to children's social care, early help or other support is appropriate.
 - **Options may include:**
 - Internal support through the school's own pastoral services.
 - An early help assessment.
 - A referral for statutory support services if it is believed that the child is in need of additional services, or is suffering or likely to suffer significant harm;
- If a referral to children's social care is appropriate, in most instances, the DSL would do this. Referrals to children's services are made where there is a significant concern as to the child's needs and can be a difficult decision to make. Anyone can make a referral where they have concerns that a child is suffering or likely to suffer significant harm.

The term “significant harm” is subjective and is what a reasonable person believes to be significant harm.

The decision to make a referral should not be delayed to seek advice from the DSL or their Deputy’s where there are serious concerns about a child’s safety. In an emergency, the Police should be contacted to ensure the safety of the child. Any person may seek advice and guidance from the [First Response Children’s Duty Team Managers](#), particularly if there is doubt about how to proceed. Contact details are available at [Referral Channels](#)

- If, after a referral, the child’s situation does not appear to be improving, the DSL (or the person that made the referral) can request re-consideration through the escalation process to ensure that their concerns have been addressed, and most importantly the child’s situation improves.
- If early help is appropriate, the DSL (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support external agencies and professionals in an early-help assessment and in some cases may act as the lead professional.
- If early help and or other support is appropriate, any such cases should be kept under constant review and consideration given to a referral to children’s social care for assessment for statutory services if the child’s situation does not appear to be improving or is getting worse.
- It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
- See Flow Chart in Appendix 2 (KCSIE 2023) for actions when there are concerns about a child.
- It is important that all parties act swiftly and avoid delays.
- Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- In all cases, the welfare of the child is paramount. A referral to statutory agencies does NOT require parental consent, if there are reasonable grounds to believe that a child is at risk of significant harm.

3.3 Main Procedural Steps - Staff/Volunteers/Other Adults

If a child makes a disclosure, or when concerns are received from other sources, staff should:

- Remain calm and not rush into action that may be inappropriate;
- Listen to the child carefully without interrupting;
- Take what the child says seriously;
- Not investigate or ask leading questions, examine children, **or promise confidentiality**;
- Let the child know what you are going to do to help. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next;
- Reassure the child that he/she is not to blame;
- If you are in a group situation with a child, arrange to see him/her privately at the earliest possible opportunity;

- If the child is in immediate danger or in need of emergency medical care, make sure the relevant emergency service is contacted;
- Record what was said and who was present. Where possible, speak with the DSL and pass the notes in person or via CPOMS. Use the child's exact words wherever possible. Concerns about abuse must always be recorded; This must always be done as soon as practicable;
- **If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee, the Headmaster must be informed, NOT THE DSL;**
- **If the allegation is about the Headmaster, the information should be passed to the Chair of Governors or the Local Authority Designated Officer (LADO);**
- If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken;
- **If a crime may have been committed, the matter should be reported to the Police taking into consideration the views of the child, young person or their guardians (if appropriate).**
- **In the case of suspected Female Genital Mutilation (FGM), this must always be reported to the Police.**

4. STATUTORY GUIDANCE

This policy is consistent with:

- 'The Childrens Act, 1989' which requires all schools to follow procedures for protecting children from abuse;
- Section 175 of the Education Act 2002, section 11 of the Children's Act 2004 and section 55 of the Borders' Citizenship and Immigration Act 2009, requiring local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children;
- Section 157 of the Education Act 2002 (Independent Schools' Standards Regulations 2019), requires proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school;
- DfE document "Keeping Children Safe in Education" (2023), which incorporates the additional statutory guidance, Disqualification under the Childcare Act (2006), and non-statutory advice for practitioners, "What to do if you are worried a child is being abused" (March 2015);
- "Working Together to Safeguard Children" (July 2018), statutory guidance, which includes non-statutory advice, "Information Sharing" (March 2015);
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice: "The Prevent Duty: Departmental advice for schools and childminders (June 2015), The use of social media for on-line radicalisation (July 2015);
 - "Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings" (October 2015). This document is NOT statutory guidance from the DfE; but it is used by Ratcliffe College as a guide for our own Staff Code of Conduct;
 - Leicester, Leicestershire and Rutland Safeguarding Children Partnership Procedures for safeguarding children which are accessible at <http://llrscb.proceduresonline.com/index.htm>

5. IN-SCHOOL PROVISION FOR LISTENING TO CHILDREN AND EARLY HELP

Students are able to speak with any member of teaching staff about a concern they may have.

The school has in place **Student Support Services** which incorporates:

- Pastoral Support
- Safeguarding
- Wellbeing Coordinator
- Medical Team
- SENCo
- Counsellor
- Chaplaincy
- Sixth Form Peer Listeners

Where concerns are raised about a pupil, the Designated Safeguarding Lead (DSL) is informed and, if appropriate, will consult with parents/ care givers about the most appropriate level of support for the child or young person. Appropriate support may include undertaking an Early Help Assessment in conjunction with the child or young person (CYP) and their parent(s) or care giver(s). The Early Help Assessment is a process of identifying the issues impacting or affecting the CYP and how best to deal with those issues through multi-agency support or services. The process is voluntary and consent should be sought from the CYP and/or the parent/ care giver. Early Help is a process to deal with issues in the early stages so that they do not develop into a bigger problem. Early Help takes a 'whole family' approach and seeks to tackle the underlying causes impacting on families looking for best outcomes.

6. DEFINITIONS AND CATEGORIES OF ABUSE

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

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education (September 2023)' (Part 1).

Child-on-child abuse

Child-on-child sexual abuse is **sexual violence or sexual harassment that happens between children**. It can happen between any number of children, and can affect any age group. It can indicate a deeper underlying concern about those perpetrating harmful sexual behaviour as well as impacting negatively on those who experience it.

In all cases of child-on-child abuse, please refer to the standalone Child-on-child Abuse Policy

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.

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and 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 to frequently 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.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activity, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activity 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 activity, such as involving children in looking at, or in the production of, sexual images, watching sexual activity, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Men, women and children from all areas of society can commit acts of sexual abuse.

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 pre-birth where, for example, the mother is involved in substance or alcohol misuse.

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

Potential abuse

Situations where children might not have been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future, including situations where another child in the household has been abused, or where there is a known abuser.

Bullying

Any persistent and uninvited behaviour which insults, hurts or intimidates someone (including cyber-bullying)

Pupils with SEND

Pupils with special educational needs and/or disabilities may be particularly vulnerable to forms of abuse and all staff should be aware of this when they are in working alongside SEND pupils.

7. CHILDREN ABSENT FROM EDUCATION

Children absent from education are children of compulsory school age who are not registered pupils at a school, who are not receiving suitable education otherwise than at school or are frequently or persistently absent from school.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. A child going missing from education is a potential indicator of abuse or neglect. All staff must follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The stand alone [Children Absent from Education Policy](#) outlines the school response to concerns relating to student attendance. This is summarised below:

Where reasonably possible, Ratcliffe College will hold more than one telephone number for each pupil. This goes beyond the legal minimum. This is good practice and will allow the College additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Ratcliffe College will notify the Leicestershire County Council of any pupil who is removed from the admission register under any of the fifteen grounds set out in Regulation 8 of the Education Regulations 2006 as amended providing the information necessary as set out under Regulation 12 of the Education (Pupils Registration, England) Regulations 2006.

This duty does not apply where the pupil's name is removed after they have completed the school's final year, unless the local authority requests such information to be provided. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education and follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

At Ratcliffe College, pupil attendance is recorded electronically via SIMS daily at the beginning of the day during Tutor time and at the beginning of afternoon lessons, Period 5.

When a child fails to attend school with no explanation from parents, the following procedure is followed in accordance with the Registration Policy.

Absences

- **There must be no gaps in the register.**
- At registration time, if a pupil is absent, tutors should enter the symbol 'N' and then follow up the reason for the absence. The appropriate symbol can then be added once the reason for the absence is clarified.
- The school's policy is to telephone parents on the first morning that a pupil is absent and if no notification has been received from parents. The School Secretary makes these calls.
- Therefore, all information about absences **must** be given to the School Secretary immediately.
- The Parents' Information Handbook makes it clear what parents are expected to do in the event of a pupil absence.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

8. 'HONOUR BASED' ABUSE

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions:

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the DSL (or deputy) as a matter of urgency. As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

9. FEMALE GENITAL MUTILATION (FGM)

Overview

This policy has been written with respect to the Government's Multi-Agency Statutory Guidance: Female Genital Mutilation, July 2020.

- The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made);
- FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for nonmedical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long term health consequences, including difficulties in childbirth also causing dangers to the child;
- FGM is illegal in the UK. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia;
- FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences;

How can staff make a difference?

- Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases;
- The School seeks to raise awareness of FGM among staff by circulating relevant information to read, through regular Safeguarding and Child Protection Training and appropriate CPD for designated leads;
- DSLs are trained in the issues of FGM and ensure that their safeguarding qualifications are up to date;

Possible indicators to be aware of that FGM may take place or has already taken place:

- The procedure may be carried out when a girl is new born, during childhood or adolescence, just before marriage or during a first pregnancy. The majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls of this age are at higher risk.
- It may be possible that FGM will take place when a family elder is visiting from overseas.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it or make reference to a 'special procedure' or attend a 'special occasion to become a woman'.
- A child may request help from a teacher.
- Parents may state that they or a relative will take the child out of the country for a long holiday.
- A girl may have difficulty walking, sitting or standing.
- A girl may spend longer than normal in the bathroom due to difficulties urinating or with menstrual problems.
- There may be repeated absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on their return to school.

- A girl may be reluctant to undergo normal medical examinations.
- A girl may talk about pain and seek help.

What to do when you are concerned that a pupil may be at risk of, or has undergone, FGM

- If staff have a concern regarding a girl that might be at risk of FGM they have **specific legal duty to act** and speak with the DSL in the first instance where there are concerns. The DSL will then activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Since 31st October 2015, there has been a mandatory reporting duty placed on teachers that requires a different approach where FGM has taken place (see following section).

Mandatory Reporting Duty

- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.
- Teachers must **personally** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's DSL and involve children's social care as appropriate.

10. CHILD MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.

Threats can be physical, emotional or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published [Multi-agency guidelines](#). School and college staff can contact the Forced Marriage Unit if they need advice or information

- Contact: 020 7008 0151 or email: fmu@fco.gov.uk

11. PREVENT DUTY AND REFERRAL TO CHANNEL

We consider the risk of radicalisation as a wider part of our safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and holds extremist views.

As of 2015, all EYFS settings and schools are subject to the prevent duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions. This is to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

Extremism

The Governments Prevent Strategy defines extremism as: “Vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Extremists often target the vulnerable – including the young- by seeking to sow division between communities on the basis of race, faith or denomination; justifying discrimination towards women and girls; seeking to persuade other that minorities are inferior; or arguing against the primacy of democracy and the rule of law in our society.

Radicalisation

The Governments Prevent Strategy defines radicalisation as: “the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.”

To fulfil the Prevent Duty at Ratcliffe College, it is essential that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Staff will receive the necessary training in accordance with our school risk assessment and is accessed through the iHasco training platform.

At Ratcliffe College, staff are expected to be vigilant in assessing the risk of individual children or groups of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. Through staff training they are made aware of risks affecting children and young people in our area and have an understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them in an appropriate and proportionate way. At the same we are aware through liaison with the local authority and the local police of the increased risk of online radicalisation, as terrorist organisations such as ISIS seek to radicalise young people through the use of social media and the internet in our area.

The Prevent Duty does not require teachers or Early Years Practitioners to carry out unnecessary intrusion into family life but as with any other safeguarding risk, at Ratcliffe College staff must take action when they observe behaviour of concern and follow our existing safeguarding procedures contacting the Local Authority or the Police.

Procedures for protecting children at risk of radicalisation

- The School assess the risk of radicalisation, given our geographical area and pupil intake;
- The DSL undertakes Prevent Awareness Training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (see Appendix 1 for indicators);
- The DSL, is aware when it is appropriate to make a referral to the Channel programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism or to Children’s Services;
- The DSL will liaise with the Leicestershire and Rutland Safeguarding Children Partnership where necessary to help us assess the level of risk in our area;
- Where the School invites external speakers in to speak to the pupils, they are closely supervised throughout their visit. External speakers are checked as far as is reasonably possible to ensure they are bona fide (see the Recruitment Policy);
- At Ratcliffe College we ensure through our E-Safety Policy that children are safe from terrorist and extremist material when accessing the internet with suitable filtering in place;

- A Prevent Action Plan will be maintained and continually assessed to identify areas for improvement.

Reporting Concerns

Should concerns require support from other agencies there are a number of ways that issues relating to terrorism and extremism can be reported. These include the following –

- Anti-Terrorist Hotline: 0800 789 321
- Crime stoppers: 0800 555 111
- Relevant Police force: 101
- Prevent Engagement Team 0116 2486726
- Department for Education dedicated telephone helpline – 020 7340 7264
 - www.gov.uk/report-suspicious-activity-to-mi5
 - www.gov.uk/report-terrorism

12. CHILD SEXUAL EXPLOITATION (CSE)

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. Like all forms of child sex abuse, 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.

If you believe that a young person is in immediate danger from CSE you should call the police on 999.

Indicators of child sexual exploitation

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/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; and
- Self-harm or significant changes in emotional well-being.

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/stable home environment, now or in the past (domestic abuse 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.

Referrals

CSE Multi-agency Hub contact number

By email: cfs.cse.team@leics.gov.uk

By phone: 0116 3059521 (8.30-5.30)

Police involvement

If you suspect a person of carrying out child sexual exploitation, or think someone you know has been a victim, or may be soon, call our non-emergency number, 101.

<https://www.leics.police.uk/advice/advice-and-information/caa/child-abuse/child-sexual-exploitation/>

13. CHILD CRIMINAL EXPLOITATION (CCE) & COUNTY LINES

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.

Indicators of CCE

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

'County Lines' Exploitation

County Lines is a term used to describe gangs and organised criminal networks involved in distributing illegal drugs into areas across the United Kingdom, using dedicated mobile phone lines or other forms of "deal line". They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Children can easily become entrapped in this type of exploitation as gangs create drug debts and can threaten serious violence towards victims (and their families) if they attempt to leave the county lines network.

Characteristics of County Lines

- 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; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can be due to a range of other factors including gender, cognitive ability, physical strength, status and access to economic or other resources.

National Crime Agency (NCA) – County Lines

14. DOMESTIC ABUSE

Definition

The Domestic Abuse Act 2021 (Part 1)² defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people aged 16 or over, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;

² <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>

(d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and

(e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Where necessary, Ratcliffe College works with Operation Encompass which is the Police initiative to inform education settings when a domestic abuse incident has taken place involving or affecting a pupil from that education setting.

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on **0808 2000 247**.

Advice from the NSPCC is available by clicking [here](#):

15. ARRANGEMENTS FOR DEALING WITH ONLINE SAFETY, CONTEXTUAL SAFEGUARDING, PEER-ON-PEER ABUSE, CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT, INCLUDING, UPSKIRTING, SEXTING, SERIOUS VIOLENCE AND ANY OTHER RELEVANT ISSUES, AND HOW VICTIMS ARE SUPPORTED

We have a robust programme in place to promote healthy relationships within our curriculum, Tutor Programme and the PSHCE programme.

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil. This may be an isolated incident or indeed a series of incidents over a period of time. **All** staff at Ratcliffe College should be aware that safeguarding issues can manifest themselves via child-on-child abuse.

No form of abuse will be tolerated or passed off as 'banter', 'just having a laugh' or part of 'growing up'. Victims of child-on-child abuse are supported through the College's pastoral care and disciplinary systems, and if necessary pupil welfare plans and contracts of behaviour will support all pupils involved.

The DSL should assess all information available to the School about a child and refer to the Children's Social Care or Police, where necessary and confirm this referral in writing by completing an Electronic Multi-Agency referral form (MARF) within 24 hours or written confirmation of a telephone referral form.

In the case of reported sexting, staff will not search the contents of a pupil's mobile phone where there is a suspicion of indecent images of children. (See the dfe guidance on "[Searching and Confiscation](#)"). Where there is a suspicion of indecent images on a pupil's mobile phone or electronic device, Ratcliffe College will consider reporting the matter to the Police and as part of this will consider the wishes and feelings of the individual who is the subject of the images. In considering an individual's wishes and feelings their age and vulnerability will be taken into account.

If there is concern that an electronic device contains indecent images of a child and by not taking possession of it evidence will be lost or destroyed then the item should be seized and held securely. No attempt should be made to examine and files or images on the device and the Police should be contacted immediately.

Confiscated materials and devices are stored under lock and key in the Director of Safeguarding's office to await removal by the Police, where necessary. Both storage and removal are logged. The College takes note of advice on sexting from the Child Exploitation Online Protection Centre (CEOP). <https://www.ceop.police.uk/safety-centre/>

- Sending or receiving a nude or sexually suggestive image of a person under 18 years of age is a crime and is considered child pornography and can result in criminal charges.
- Sexting is not acceptable under any circumstances. The exchange of information of a sexual nature, text or images, that is sent as a form of 'Banter' between pupils or between adults is also unacceptable.
- Pupils who are found to have engaged in sexting must expect to receive a serious school sanction, the severity of which will depend upon the specific nature of the incident. Parents will be informed and a meeting convened to discuss the incident and strategies put in place to help address the behaviour.
- Those who have been the victim of sexting will be given appropriate support following discussions with their parent/guardian and, where appropriate, relevant external organisations.

Access the Child-on-Child Abuse Policy [here](#).

Online Safety and Bullying

The School acknowledges that new technologies, while enhancing learning opportunities, can provide ways of exposing young people to potentially harmful experiences. All staff must take such abuse seriously. Procedures for E-Safety for staff are outlined below and those for pupils in the Mobile and Electronic Devices Policy, which has regard to DSCF 'Safe to Learn: Embedding anti-bullying work in school' and Local guidance chapter 12 'Emerging Digital and Mobile Technologies and Child Abuse.'

Teaching online safety in schools – DfE guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements.

The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **commerce:** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group <https://apwg.org/>

In line with Keeping Children Safe in Education 2023, the importance of reporting and monitoring online activity will form part of training provided to staff to ensure that they are aware of their roles and responsibilities in raising any concerns related to online activity.

The Designated Safeguarding Lead will review the information technology structure in place at Ratcliffe College, at least annually, to ensure that reporting and monitoring meets the DfE filtering and monitoring standards as well as the DfE's Cyber Security standards for schools and colleges.

Ratcliffe College utilises RM SafetyNet which is KCSIE 2023 compliant and blocks illegal websites based on input from the Internet Watch Foundation, the Home Office, the Counter Terrorist list and security intelligence.

The system is set to notify the school of any attempted access to harmful or sensitive content, highlighting any non-compliant browsing activity. The system is automatically updated by RM Unify so that it is current and relevant.

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. If a member of staff has any concerns for a pupil in relation contextual safeguarding, they should contact the DSL immediately (or deputies).

Serious Violence

Staff at Ratcliffe College should be aware of the signs and symptoms which may signal that children are at risk from, or are 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 wellbeing, or signs of assault or unexplained injuries.

Unexplained gifts or new possessions can also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office'.

16. SUPPORT FOR PUPILS AND STAFF

Support for pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children, school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will seek to provide such children with the necessary support and to build their self-esteem and confidence

This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the school's complaints process.

Pupils have access to external helpline numbers which is provided through a card provided to each senior school student. They can also access the School Counsellor, Pupil Peer Listeners and the Medical Department, in addition to speaking to their Tutor, Head of Year or a member of the Senior Leadership Team.

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support he/she requires. The DSL should seek to arrange the necessary support. Staff who are the subject of an allegation of abuse will also receive appropriate support.

17. ARRANGEMENTS FOR HANDLING ALLEGATIONS OF ABUSE AGAINST MEMBERS OF STAFF, VOLUNTEERS, SUPPLY TEACHERS AND THE HEAD, INCLUDING REPORTING TO THE DBS

Overview

At Ratcliffe College we recognise the possibility that adults working in the school may harm children. This includes governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of adults in the school should be taken to the Headmaster without delay; any concerns about the Headmaster should go to the Chair of Governors via the Clerk to the Governors.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

The Headmaster has to decide whether the concern is an allegation or low-level concern. 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 for referral to the Local Authority Designated Officer (LADO) (see below).

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or might have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that he or she may pose a risk of harm if they work regularly or closely with children;
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against a teacher who is no longer teaching should be referred to the police.

Historical allegations of abuse should be referred to the police.

Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done;
- ii. Report immediately to the Headmaster or to the Chair of Governors, in the Headmaster's absence and then report to the Local Authority Designated Officer (LADO);
- iii. Pass on the written record;
- iv. If the allegation concerns the conduct of the Headmaster, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO, Safeguarding and Improvement Unit as soon as possible.)

Headmaster who receives the allegation:

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action or any investigation immediately notify and seek advice from the LADO on the same day, which can be done anonymously in the first instance. The discussion must be recorded and any communication with the individual and the parents of the child/children.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the LADO so advises or if circumstances require a referral.
- v. On-going involvement in cases:
 - Liaison with the LADO
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

Chair of Governors who receives the allegation: (relevant in the case of an allegation against the Headmaster or where the Headmaster is absent from School)

- If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- Notify the LADO, on the same day without informing the Headmaster first.
- You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- Report to First Response Children's Duty if the LADO so advises or if circumstances require a referral
- Liaison with the LADO
- Co-operation with the investigating agency's enquiries as appropriate.
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- If a crime has been committed, the Police should be informed immediately.

In all instances, the School will follow procedures set out KCSIE September 2023 Part four: Allegations of abuse made against teachers and other staff.

Before contacting the LADO, school should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours 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.

If the concern has been raised via a third party, the Headmaster should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely and comply with the Data Protection Act 2018.

Records will be retained until the individual forming the subject of concerns leaves Ratcliffe College employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised or extra training delivered to minimise the risk of it happening again.

Individuals or organisations using school premises

Ratcliffe College may receive an allegation relating to an incident that happened when an individual or organisation was using the school premises for the purposes of running activities for children (for example sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Ratcliffe College will follow their safeguarding policies and procedures, including informing the LADO as set out in KCSIE 2023.

See also Developing and implementing a low-level concerns policy (Farrer & Co)

<https://www.farrer.co.uk/globalassets/clients-and-sectors/safeguarding/low-level-concerns-guidance-2020.pdf>

18. REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS)

The School will report to the DBS any person (whether employed, contracted, a volunteer or pupil) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. The Director of Finance and Operations will make this report on behalf of the School.

The criteria used to assess whether the School should cease using a person's services is set out in full in the School's Safer Recruitment Policy. Failure to make a report when required constitutes an offence. Compromise agreements cannot be used to prevent a referral from being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation. As an Independent School we have a legal duty to respond to requests from the DBS for information they already hold.

When a case is concluded, if the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Headmaster and Director of Finance and Operations will discuss with the

case manager and their personnel adviser whether they will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child.

If the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual, we will immediately suspend that person from teaching pending the findings of the NCTL's investigation.

Website: www.gov.uk/db

Barring,

Helpline: 01325 953 795

Email: dbsdspatch@db.sgs.gov.uk

Disclosure

Helpline: 0870 9090 811

Email: customerservices@db.sgs.gov.uk

19. STAFF CODE OF CONDUCT

General

Ratcliffe College is committed to ensuring that relationships between staff and pupils are conducted on a professional basis. Anticipation of possible risks and seeking to prevent all reasonable risk of misunderstandings and false allegations are seen as part of this commitment.

The Staff Code of Conduct has been written with regard to *Guidance for safer working practice for those working with children and young people in education settings, October 2015*.

The Staff Code of Conduct is a separate policy which can be found in the School's Policy folder on the shared area/Read Staff/Policies/Staff Code of Conduct. All new staff receive this document as part of their induction to the College at the start of the academic year.

Staff who reside on site should not engage with students in their accommodation and in particular, the following should not occur under normal circumstances:

- Visits by individual pupils for any reason – whether to meet the colleague or any member of their family.
- Casual, unplanned visits in which pupils 'drop in' to visit members of staff.
- Visits by any pupils for 'disciplinary' or 'academic' reasons (private tuition, etc.)
- Visits by any pupils for 'general social' activities, such as watching a DVD. (There are plenty of common rooms where staff members could share this activity with pupils.)

Exceptions to this rule are set out within the policy on Pupils Visiting Staff Accommodation, which can be found in the Policies folder on the staff shared area.

All staff, as part of their safeguarding and child protection training and E-Safety INSET receive guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil, for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil via mobile phone, e-mail, social networking sites such as Facebook or any other form of electronic communication.

Electronic Communication

Staff are advised that electronic communication with pupils must at all times be professional. This applies largely to e-mail communication via the School network, and to the exchange of mobile telephone numbers (for example, sporting fixtures and trips).

Guidelines for staff using electronic communication

- All staff are asked to periodically (once a year) familiarise themselves with the contents of the School's Acceptable Use Policy for staff (AUP) and confirm their agreement by signing and dating it. The AUP can be found on the staff shared area together with the Safeguarding and Child Protection Policy, Anti-Bullying Policy and Mobile Phone and Electronic Devices Policy;
- Staff must not use personal mobile phones or personal cameras to take images of children in the school setting. Staff working within the EYFS setting are required to leave their mobile phones in the staff room.
- Only School cameras can be used to take photographs of school children.
- Staff **MUST NOT** accept current pupils as friends or request current pupils as friends on social networking sites such as Facebook.
- Should a member of staff wish to contact a past pupil who has recently left the School, they are advised to do so via the Old Ratcliffian Association and exercise caution if using a social networking site.
- Staff who use social networking sites must ensure that they protect themselves from potential harm by deploying the necessary level of security on their page. Colleagues are reminded of the potentially serious consequences for inappropriate use of mobile and online technologies and the ease with which inappropriate material can be passed on to a very wide audience of people including pupils and parents.
- Staff should not share their personal mobile telephone number with pupils or parents except in an emergency. For trips and visits, sports fixtures and day events, staff are asked under normal circumstances to use a School mobile phone for all communication with pupils and parents. These can be borrowed from the Director of Finance and Operations.
- Members of the boarding staff may share the duty mobile telephone number with members of the boarding community including parents, under the strict understanding that it is used appropriately. For example, staff may request a pupil to confirm their arrival at a travel destination or in the event of an emergency. The duty mobile should not be used for general informal conversations or chat, either verbal or by text. Where staff do need to text a pupil it is good practice to copy another member of staff into the text.
- Staff may, if appropriate, contact pupils using the School e-mail system regarding academic or pastoral matters only. Colleagues **MUST NOT** contact pupils via their personal e-mail address. If a member of staff decides to e-mail a pupil using the School e-mail system, the following simple guidelines **MUST** be followed:
 - i) All correspondence must be written in a formal style beginning with 'Dear' and ending with 'Yours sincerely' or 'Kind regards'. The e-mail must always be signed using Mr, Mrs or Miss. First names must not be used;

- ii) Colleagues are asked to copy the e-mail to themselves and at least one other member of staff such as a departmental colleague or Head of Department so that the content of any e-mail is not perceived to be confidential;
- iii) E-mails sent to pupils should under normal circumstances be sent during normal School hours (8.00am-6.30pm), and no later than 9.00pm;
- iv) Colleagues **MUST NOT** refer to any other pupil or member of staff within the e-mail unless those individuals have given their permission and are copied into the e-mail.
- Colleagues should only e-mail pupils about routine matters. E-mails to pupils **MUST NOT** display emotion such as displeasure or anger which could unnecessarily upset a pupil or indeed any level of affection that could be misunderstood or misinterpreted by a pupil.
- Staff may contact parents using the School e-mail system but are **STRONGLY ADVISED** not to contact parents regarding School business from their personal e-mail account. If a member of staff decides to e-mail a parent, they should follow the same guidelines as those set out above for e-mailing pupils, in addition to those set out below:
 - i) When making the initial contact about a potentially sensitive matter such as poor standard of work or misbehaviour, colleagues must always attempt to speak to a parent first by telephone. If the matter cannot be resolved by a telephone call seek a face-to-face meeting before resorting to e-mail, unless a parent or guardian has expressed a desire to use this form of communication or where other means of communication are not possible, such as overseas boarders. However, staff must exercise caution when communicating by e-mail and have the contents checked thoroughly by a colleague to ensure that the content and tone is appropriate. If you are unsure about an e-mail, **DON'T** press send until you have spoken to a member of SLT or the Head of Department.
 - ii) The content of any e-mail should not be anything that you would not be prepared to say to a parent face-to-face;
 - iii) If colleagues receive an e-mail from a parent which pertains to a routine matter or a simple question, colleagues should answer by e-mail promptly following the guidelines set out in this policy;
 - iv) **NEVER** respond to a parent in anger or frustration and especially not by e-mail. Discuss sensitive matters with your Head of Department and/or Head of Year or a member of SLT before making any level of response;
 - v) If having decided to e-mail a parent about a potentially sensitive subject, do so only to arrange a face-to-face meeting or telephone conversation and ensure that it is copied to another member of staff;
 - vi) If you are responding to a parent by e-mail, ensure that your response is a new e-mail and does not include previous e-mail traffic between other staff;
 - vii) If you receive an unpleasant communication by text, e-mail or any other electronic means, report it immediately to a member of SLT. **DO NOT RESPOND.**

20. WHISTLEBLOWING

Ratcliffe College has a culture of safety for children and one in which staff should feel confident and secure in raising concerns. The School has a culture of valuing staff and of reflective practice. Concerns should be raised in atmosphere of transparency, accountability and trust, as well as confidentiality where appropriate.

Ratcliffe College has adopted a policy on “whistleblowing” in accordance with the Public Interest Disclosure Act 1998, to enable all members of staff to raise concerns internally and confidentially about:

- fraud;
- malpractice;
- danger to the health and safety of any individual;
- child protection issues
- criminal offences;
- miscarriages of justice;
- a breach of a legal obligation;
- damage to the environment;
- deliberate covering up of information tending to show any of the above

The policy also provides, if necessary, for such concerns to be raised outside Ratcliffe College

21. APPOINTMENT OF STAFF – SAFER RECRUITMENT

The School’s safer recruitment processes are based on the Statutory Guidance: Keeping children safe in education September 2023, Part 3.

New appointments

Any offer of appointment made to a successful candidate, including one who has lived or worked abroad, must be conditional on satisfactory completion of the necessary pre-employment checks.

Safer Recruitment checks

- verify a candidate’s identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtain, via the applicant, a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- for anyone working with children up to age 8, request completion of a Self -Declaration form;
- verify the candidate’s mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person’s right to work in the UK.
- if the person has lived or worked outside the UK, make any further checks as appropriate including whether individuals from countries in the European Economic Area (EEA) who will be carrying out ‘teaching work’ are subject to a sanction or restriction imposed by another EEA regulatory authority for teachers. A restriction applied in another country is not legally binding in England, but schools should make their employment decisions in the knowledge of the existence of sanctions, if any.
- verify professional qualifications, as appropriate.

- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- Obtain written Curriculum Vitae and references that are not contradictory or incomplete
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available, or if a new DBS has not been applied for (3-month rule) or if they are using the DBS update service;
- The shortlisted candidates will be required to complete a self-declaration form. This form will ask the candidate if they have been involved in any criminal activity.
- if a new appointee is to occupy a management post as an employee or is to be a governor for an independent school, the School will check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school. This may be done through the DBS barred list checking process which now includes bars from taking part in management, except when the individual is not in regulated activity.
- All members of staff receive a starter pack when they are employed by the school. This pack includes: This policy and KCSIE Part 1.
- Shortlisted candidates will be advised that they may be subject to due diligence checks which relates to open source checks online.

Where an enhanced DBS certificate is required, it must be obtained from the candidate before or as soon as practicable after, the person's appointment.

Three Month Rule

There is no requirement to obtain an enhanced DBS certificate or carry out checks for events that may have occurred outside the UK if, in the three months prior to their appointment, the applicant has worked:

- in a school in England in a post which brought them into regular contact with children or young persons in any post in a school since 12 May 2006; or
- in an institution within the further education sector in England or in a 16-19 Academy, in a post which involved the provision of education which brought the person regularly into contact with children or young persons.

All other 'pre-appointment checks are completed, including where the individual is engaging in regulated activity, a barred list check. We may also choose to request an enhanced DBS certificate.

The DBS cannot provide barred list information on any person, including volunteers, who are not engaged in or seeking to enter in regulated activity.

We have an open safeguarding ethos fostering an on-going culture of vigilance. All new staff and volunteers receive safeguarding training and are briefed on the code of conduct for adults working with children. The Leicestershire County Council leaflets "Education Child Protection" and "Safer Working in Education Settings" are given to all staff during their child protection training.

The School's safer recruitment procedures are fully detailed in our School Staff Recruitment Policy which can be found on the staff shared area under Policies.

All checks are recorded on the Single Central Register.

Professional misconduct should be reported to the Teaching Regulation Agency (TRA).

22. CHILDCARE DISQUALIFICATION REQUIREMENTS SUPPLEMENTARY ADVICE

Childcare (Disqualification) Regulations 2018. These regulations apply to our EYFS provision and to staff who work in later years' provision for children who have not attained the age of 8 (up to and including Year 3). The regulation covers childcare provision for the EYFS age range during and outside school hours. For later years' provision, it covers childcare provision outside of school hours, including after-school clubs and childcare.

Disqualification Advice

This advice reminds all staff in these settings that we may not allow people to work in our School if they or others in their households are "disqualified".

The grounds for disqualification include:

1. The person is barred from working with children;
2. The person has been cautioned for, convicted of, or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
3. The person has other orders made against them relating to children;
4. The person has had their registration cancelled in relation to childcare, children's homes or disqualified from private fostering;
5. Living in the same household where another person who is disqualified lives or is employed (disqualification 'by association') as specified in regulation 9 of the 2018 regulations (note that regulation 9 only applies where childcare is provided in domestic settings, defined as 'premises which are used wholly or mainly as a private dwelling' in section 98 of the act, or under a domestic premises registration, including non-domestic premises up to 50% of the time).
6. Being found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom.

Action required

To help identify people covered by the "association rule", the School will ask existing employees working in the early and later years' provision and those directly concerned about the management of such provision to provide relevant information about themselves or a person who lives in the same household as them. This is done by self-declaration. This matter now forms part of the School's pre-employment checks when appointing new staff into these settings and a record is kept on the Single Central Register (SCR).

Under the 2018 Regulations, schools are no longer required to establish whether a member of staff providing, or employed to work in, childcare is disqualified by association. Regulation 9 does not apply to staff in a relevant school setting; disqualification by association is only relevant where childcare is provided in domestic settings (e.g. where childminding is provided in the home) or under registration on domestic premises. Accordingly, schools should not ask their staff questions about cautions or convictions of someone living or working in their household.

Secretary of State Prohibition Orders

The School is aware that prohibition orders prevent a person from carrying out work in school and carries out a check of any prohibition using the Employer Access Online Service.

Where a section 128 order has been issued by the Secretary of State a person will be prohibited or restricted from taking part in the management of an independent school. A person who is prohibited is unable to participate in any management of an independent school such as:

- a management position in an independent school, academy or free school as an employee;
- a trustee of an academy or free school trust; a governor or member of a proprietor body for an independent school; or
- a governor on any governing body in an independent school, academy or free school that retains or has been delegated any management responsibilities.

Any section 128 direction will also be disclosed as additional information on an enhanced DBS certificate, which includes a barred list check. See Appendix 4 for the updated flowchart from the disclosure and barring services.

23. MANAGEMENT OF SAFEGUARDING INCLUDING THE IDENTITY AND ROLE OF THE DSL(S), PROVIDING SUFFICIENT COVER FOR THESE ROLES, INCLUDING EYFS

Governing Body

In accordance with the Statutory Guidance “Keeping Children Safe in Education 2023, Part 2, the Governing Body will ensure that:

- The School has a Safeguarding and Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The School operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headmaster and other staff involved in the recruitment process have undertaken Safer Recruitment Training;
- The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should be scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. Obtaining references before interview, would allow any concerns they raise to be explored further with the referee and taken up with the candidate at interview.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers.
- There is a senior member of the School’s leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection (the “DSL”) and that there is always cover for this role;
- The DSL undertakes additional training (in addition to basic child protection training) and this is refreshed via regular training, at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments;
- They utilise the experience and expertise of their staff when shaping safeguarding policies by seeking feedback at appropriate times via the DSL;
- The Headmaster, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated at appropriate levels, as and when required, to keep up to date with any relevant safeguarding and child protection developments; and that new staff and volunteers who work with children are made aware of the School’s arrangements for child protection and their responsibilities. The Local Authority leaflets, “Safer working in Education Settings” and “Education Child Protection”, will be used as part of this induction/Staff Training;

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headmaster, in liaison with the Local Authority Designated Officer (LADO);
- Effective policies and procedures are in place and updated annually, including a behaviour “code of conduct” for staff and volunteers and Mobile Phone and Electronic Devices Policy. Information is provided to the Local Authority (on behalf of the Leicestershire and Rutland Safeguarding Children Partnership) through the Annual Safeguarding Return;
- Appropriate filters and monitoring systems are in place so that pupils are not able to access harmful or inappropriate material from the school or college’s IT system but mindful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Systems are in place that will identify children accessing or trying to access harmful and inappropriate content online
- There is a clear policy on the use of mobile technology in the School.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through relationship and sex education (RSE). The statutory guidance for RSE can be found by clicking [here](#).
- There is an individual member of the Governing Body who will have responsibility with regards to safeguarding children and child protection within the School, liaise with the DSL, and provide information and reports to the Governing Body;
- The School contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2018 including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

The Headmaster, Mr J.P. Reddin has overall responsibility for child protection and welfare within the School. He:

- ensures that the child protection policy and procedures adopted by the Governing Body are implemented and followed by all staff;
- ensures that all staff working directly or indirectly with children read and understand part 1 of KCSIE 2023;
- reports any former allegations concerning former members of staff who are no longer working at the school;
- allocates sufficient time and resources to enable the DSL (DSL) and Deputy DSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meeting;
- ensures that pupils’ safety and welfare is addressed through the curriculum.
- contacts the LADO each term by telephone; the Headmaster’s PA keeps a record of this.
- ensures allegations of abuse or concerns that a member of staff or adult working at School may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer;

- Ensures all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
- Ensures all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

The DSL CAN ALSO BE CONTACTED VIA THE "REPORT A SAFEGUARDING CONCERN" SECTION ON THE SCHOOL WEBSITE – CLICK HERE.

The DSL will:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headmaster or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four of KCSIE 2023) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Support with matters relating to online safety
- Undertake training. The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;

- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- The DSL should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- ensures all staff are receiving appropriate training in safeguarding and child protection;
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of

Deputy DSL

It is a matter for individual schools as to whether they choose to have one or more deputy DSL(s). Any deputies should be trained to the same standard as the DSL.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL; this lead responsibility should not be delegated.

The Responsibilities of the whole School Staff

All School staff are expected to:

- Read and understand any updates to KCSIE 2023 part 1 and annexe A or any other required documents;
- Be aware of any perceived signs and symptoms of abuse;
- Report concerns to the DSL or Headmaster;
- Monitor and report as required on the welfare, attendance and progress of pupils with a Child Protection Plan;
- Keep clear, dated, factual and confidential records of child protection concerns.

24. STAFF TRAINING

- The DSL and DDSs receive updated child protection training at least every 2 years, which includes child protection, inter-agency training, locally agreed procedures for managing referrals, early help, case conferences, record keeping and promoting a listening culture and supplemented by additional informal updates at least annually.
- All staff, including volunteers, in regulated activity are trained under the oversight of the Director of Safeguarding. Staff also receive updates by e-mail and during termly INSET training, staff meetings or morning staff briefings as required and at least annually.
- All staff, including temporary staff, volunteers, must be provided with induction training that includes:
 - i) A copy of the School's Safeguarding and Child Protection Policy, which includes the role of the DSL
 - ii) The Staff Code of Conduct which is included in the above
 - iii) The Identity of the DSL
 - iv) A copy of part 1 of KCSIE
 - v) Read and understand Part 1 and in addition annex A of KCSIE 2023.

Training is provided through CPD Accredited training facilitated by the Director of Safeguarding.

25. HOW THE BOARD OF GOVERNORS ENSURES PROPER OVERSIGHT OF SAFEGUARDING, INCLUDING THE IDENTITY OF THE GOVERNOR RESPONSIBLE FOR SAFEGUARDING AND ARRANGEMENTS FOR REVIEWING THE SCHOOL'S CHILD PROTECTION POLICIES AND PROCEDURES ANNUALLY

Designated Governor: **Mrs Teresa Gamble and Dr Mary Riley**. The Governing Body ensures that the school has:

- a DSL for child protection who is a member of the senior leadership team and who has undertaken appropriate training;
- a safeguarding and child protection policy and procedures that are consistent with Leicestershire and Rutland Safeguarding Children Partnership requirements, that is reviewed annually and any deficiencies in the policy are remedied without delay;
- efficiently discharged its duties with regard to safeguarding and child protection, and that the policy is available to parents on the School website;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster and volunteers;
- safer recruitment procedures that include the requirement for appropriate checks;
- a training strategy that ensures that all staff, including the Headmaster, receive safeguarding and child protection training, with refresher training at three-yearly intervals. The DSL should receive full training at two-yearly intervals and refresher at least annually;
- arrangements to ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding and child protection.
- ensures that all staff read and understand Part 1 annex of KCSIE 2023.

A designated governor has been given special responsibility for Safeguarding and Child Protection matters and ensures that:

- A termly report is made to the full Governing body, on child protection matters to include changes affecting Child Protection policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum. This governor meets with the DSL for child protection each term, a few weeks before each report to the Governors, but the full Governing body will review the efficiency with which the policy and procedures have been discharged and ratify the Safeguarding Policy and any amendments made to it.
- The Chair of governors will liaise with the LA on issues of child protection or in cases of allegations against the Head or members of the Governing Body.

26. CHILD PROTECTION AND THE CURRICULUM INCLUDING KEEPING CHILDREN SAFE ON-LINE

The School Curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives (these are often met through the PSHCE and citizenship curriculum):

- Developing pupil self-esteem
- Developing communication skills
- Informing about wide-ranging aspects of taking risk
- Developing strategies for self-protection
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults
- E-Safety
- Developing non-abusive behaviour between pupils
- Developing resilience including to radicalisation

Pupils in Years Cygnets to Year 13 receive E-Safety education that is carefully planned and age appropriate through their ICT and PSHCE lessons. Pupils are taught how to keep safe on-line, protect their identity, how to report abuse or cyber-bullying and all pupils read and understand a copy of the School's Acceptable Use Policy (AUP) at the start of each academic year. The School has an active Pupil E-Safety Committee as well as a Staff and Governor E-Safety Committee that meet once per half-term to discuss the latest trends, review pupil behaviour and review policies. Assemblies on the subject on E-Safety are delivered by pupils and staff throughout the year, but particularly in November to coincide with National Anti-Bullying Week and World Safer Internet day. The School's E-Safety provision is endorsed and monitored by Leicestershire County Council's E-Safety Award, which is reviewed annually and any deficiencies remedied without delay.

27. PROCEDURES FOR DEALING WITH INAPPROPRIATE/ILLEGAL INTERNET ACCESS OR MATERIAL

Ratcliffe College has installed web filtering software to ensure the protection of its pupils whilst accessing the Internet. It is recognised that no software is infallible and the following procedures will be abided by where necessary.

- Discovery of inappropriate websites, by staff or pupils, should be reported immediately to the DSL, who in liaison with the Network Manager will consider referral to National Crime Agency CEOP Safety Centre and the Police.
- Illegal material within the school's network must always be reported to the Police. Any incident that involves inappropriate adult access to legal material on Ratcliffe College premises will be dealt with by the School's disciplinary policy in conjunction with the Police.

Action in the event of discovery of illegal material:

- Seek immediate and specific advice from the DSL who will consult with the Network Manager, the Headmaster and the Police.
- Prevent any further access to the device/network location until the correct advice is gained.
- Unless absolutely necessary, DO NOT remove the power from a working device and under no circumstances start a device if it is already switched off.
- Consider if it is necessary to prevent remote access to the device/network location.
- If it is believed that a member of staff or pupil who has left the site, could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this access from occurring.
- If the device is already turned off and it is no longer realistically possible to prevent further physical access (e.g. owing to lack of supervision, high levels of access or an unoccupied location), disconnect the power at the base unit (not the wall) and remove the laptop. Store this device securely in a location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.
- Under no circumstances should any member of staff attempt to conduct an investigation of their own or bring in an outside expert to do so as this may compromise the evidence if a legal case were to result. In some cases, this may constitute a criminal offence in itself.

28. EARLY YEARS FOUNDATION STAGE (EYFS) USE OF CAMERAS AND MOBILES

- To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the School.
- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely, out of sights, during working hours on School premises or when on outings. (This includes visitors, volunteers and pupils).
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only School equipment should be used to record classroom activities. Photos should be put on the School system as soon as possible and not sent to or kept on personal devices.
- During School outings, nominated staff will have access to a School mobile which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the School phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The School protocol requires that photos of other people's children are not published on social networking sites such as Facebook. (For further information, please refer to the EYFS Policy for Use of Cameras and Mobile Phones).

29. CARE EXPERIENCED CHILDREN AND CHILDREN WITH FAMILY MEMBERS IN PRISON

The most common reason for children becoming care experienced is as a result of abuse and/or neglect.

Staff are equipped with the skills, knowledge and understanding necessary to keep care experienced children safe should the need arise in our setting. This will include ensuring that the appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. This should also include information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The DSL will make all reasonable arrangements to identify students with an allocated social worker and the name of the virtual school head in the authority that looks after the child. The child will also have a Personal Education Plan (PEP) to promote their educational achievement. This relates to children who are a child in care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

At Ratcliffe College, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than other students. This may mean that they are vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

A previously care experienced child potentially remains vulnerable and **all staff** should have the skills, knowledge and understanding to keep previously care experienced children safe. When dealing with children in care and previously care experienced children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

Children with family members in prison

These children are at risk of poor outcomes, including poverty, stigma, isolation and poor mental health. National Information Centre on Children of Offenders ([NICCO](#)) provides information designed to support professionals working with offenders and their children to help mitigate negative consequences for those children.

30. HOST FAMILIES (HOMESTAY) OVERSEAS

When arranging for Ratcliffe College pupils to stay with families overseas as part of an educational trip or visit it should be noted that DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools and colleges in this country when children stay abroad. Staff are requested to work closely with partner schools abroad to ensure that similar assurances are undertaken prior to a visit. If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

31. PRIVATE FOSTERING

Staff and Volunteers should be alert to information which suggests a child is being privately fostered which should be reported to the DSL. The DSL will then bring this to the attention of the Local Authority (LA).

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Further information on private fostering is available in Annex A of KCSIE 2023.

Private Fostering may take place because:

- A young person has fallen out with their own family, and has come to live with another person.
- They are a host family for an overseas pupil at school.
- A partner has gone away for some reason, and left their birth child with another adult.

Ratcliffe College may make arrangements for children to have learning experiences where, for short periods, children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, as part of a foreign exchange visit or sports tour. Such arrangements could amount to “private fostering” under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise through the normal course of their activities in promoting learning activities for children.

In accordance with Schedule 8 of the 1989 Act (updated in 2004) the Local Authority have an obligation to further promote public awareness of private fostering. If the school are made aware of a private fostering arrangement, it is their duty to alert the Local Authority. The LA need to know because it is their responsibility to safeguard the welfare of all young people and children. Pupils in this situation can be particularly vulnerable and it will be important for the LA to assess their needs and provide support where necessary, usually facilitated by the Strengthening Families Team. It is important that the foster carers are made aware of action taken by the school and are supported through the process.

All information should be emailed to the relevant Local Authority – for Leicestershire the email address is childrensduty@leics.gov.uk.

DBS check request by a regulated activity provider

Where a private fostering arrangement is made by a school or college or a third party such as a language school and the school, college or third party has the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006.

A regulated activity provider will be committing an offence if they allow a person to carry out a regulated activity whilst barred and they know or have reason to believe that the person was barred. Where the school or college is the regulated activity provider, it should request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child’s parents and the host parents and in these circumstances the school will not be the regulated activity provider.

32. HOMELESSNESS

The College recognises that being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The DSL (and any deputies) are 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, as well as the family being asked to leave a property. Whilst referrals and/ or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases that 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

Children's services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

33. SAFEGUARDING PROCEDURES FOR PUPILS ON TRIPS AND VISITS AWAY FROM SCHOOL

The School recognises the need to seek assurances, wherever possible, that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our pupils on another site. Further guidance can be found in the School Trips and Visits Policy. Further guidance on children staying with host families can be found in section 16 of this policy and Annex E on KCSIE September 2023, which can be found in the Policies folder in the Read Staff area of the School network.

34. RECORDS, MONITORING AND TRANSFER

- Well-kept records are essential to good safeguarding and child protection practice. All staff are clear about the need to record and report concerns about a child or children within the School. The DSL is responsible for such records and for deciding at what point these records should be passed over to other agencies;
- Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records;
- Child protection records are stored securely, with access confined to specific staff, the DSL and the Headmaster;
- Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon;
- When children transfer school, their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a DSL in the receiving school [or 6th form / FE college], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of the area and a physical handover not being possible, then the most secure method should be found to send the confidential records to a named DSL and a photocopy kept. Files requested by other agencies e.g. Police should be copied.
- Copies of Child Protection records will be retained for 25 years after a child has left Ratcliffe College.

- In all cases, accurate, contemporaneous records should be kept including details of all observations, actions taken, liaison and communications. They should be dated, timed, signed and kept in a secure place.

35. DATA PROTECTION ACT AND CHILD PROTECTION

Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. (Keeping Children Safe in Education 2023),. ‘This includes allowing practitioners to share information without consent...’

36. STAFF CONTACT WITH PUPILS INCLUDING CARE, CONTROL AND RESTRAINT

There are circumstances when it is appropriate for staff at Ratcliffe College to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury.

‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

In order to minimise the risk of accusations being made against staff as a result of their daily contact with pupils, Governors will ensure, through the Headmaster that all staff are aware of and follow the Policy of Use of Reasonable Force, which is written with regard to ‘Use of Reasonable Force, Advice for Headmasters, staff and governing bodies’ DFE, July 2015. This policy can be found in the Policies folder on the Staff Shared area.

In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be a considered response to a situation. This does not mean that physical contact is never permissible. However, it does mean that adults touching children must operate within understood limits, and that contact beyond those limits must be justified if necessary.

All members of School staff have a legal power to use reasonable force. This power also applies to any other member of the School staff, and includes staff temporarily put in charge of children by the headmaster, such as unpaid volunteers or parents accompanying pupils on a school visit.

Where those limits lie will vary according to the age of the child and the role of the member of staff. For example, a young child may well require being comforted and reassured. Prohibition of any physical contact would clearly not be to the benefit of the child, but staff must use their professional judgement when they feel a child needs this kind of support. It is expected that the need and desirability of such contact with older pupils is considerably less, though even in these circumstances situations could arise in which it would be a natural and human occurrence.

When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities or with medical conditions, staff at Ratcliffe College should, in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

Appropriate Physical Contact

There are occasions when physical contact with a child may be proper or necessary, for example to demonstrate exercises or techniques during P.E. lessons or if a member of staff has to give first aid. Young children and children with special educational needs may need staff to provide physical prompts or help. However, staff should always be able to justify why they made physical contact in any situation and the nature of the contact should be limited to what is appropriate.

Physical contact may be misconstrued by a child, parent or observer. Touching children, including well intentioned gestures such as putting a hand on a shoulder, can, if repeated regularly, lead to serious questions being raised. As a general principle staff must not make gratuitous physical contact with children. It is particularly unwise to attribute touching to a teaching style or as a way of relating to children.

The circumstances in which staff can intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Causing damage to property
- Engaging in behaviour prejudicial to good order and to maintain good order and discipline
- In all cases where physical intervention is deemed necessary, the incident and subsequent actions should be documented and reported.

37. EARLY YEARS FOUNDATION STAGE (EYFS) INFORMING OFSTED

Registered providers must inform Ofsted or their child-minder agency of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted or their child-minder agency of the action taken in respect of the allegations. These notifications must be made as soon as is reasonably practicable, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

38. BOARDING

As a boarding school, this document adheres to the requirements set out in the revised National Minimal Standards for boarding.

This policy is equally applicable to boarding staff and any adults working in the school and older boarders with positions of responsibility. Although the boarding community does have Sixth Form boarding prefects who have their own individual job descriptions, they do not have responsibility for the supervision of younger boarders. However, they are expected to be role models to the boarding

community. In accordance with National Minimal Standards, all boarding staff, at all levels, (including newly appointed and ancillary staff), are given briefing notes or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

All School Prefects, including Boarding Prefects, attend prefect training. One aspect of prefect training is to brief senior pupils, given positions of responsibility over other pupils, on appropriate action to take should they receive any allegations of abuse.

The School is aware that for some overseas pupils, safeguarding and child protection does not have the same level of focus as it does in the UK. Staff are mindful of this when monitoring the relationships between pupils, particularly those from overseas. Should a member of staff have any concerns about an overseas pupil in this regard they must share this with the DSL.

In accordance with the guidance set out in KCSIE 2023, all boarding staff are alert to pupil relationships and the potential for peer abuse and to report any concerns to the Senior Housemaster or Senior Housemistress straight away.

If any parent (current or prospective), any staff or volunteers, or any pupils have any concerns about any aspect of safeguarding and welfare within the boarding (and /or day) community of Ratcliffe College, they may contact either the Headmaster, the Deputy Head Pastoral, the Deputy Head of the Preparatory School, the Head of Nursery (if age applicable), or the Chairman of Governors. They may, of course, wish to direct their concern to:

Independent Schools' Inspectorate (ISI)
CAP House
9 - 12 Long Lane
London
EC1A 9HA
Telephone 020 7600 0100
Fax 020 7776 8849

39. CONFIDENTIALITY

Members of staff have access to confidential information about pupils in order to undertake their everyday responsibilities.

- Staff are expected to treat information they receive about children and young people in a discreet and confidential manner
- Staff in any doubt about sharing information they hold or which has been requested of them should seek advice from a member of SLT
- Staff need to be cautious when passing information to others about a child/young person.

40. COMMUNICATING POLICY TO PARENTS AND PUPILS

All parents have access to the Safeguarding and Child Protection Policy via the Ratcliffe College [website](#) then clicking on About Us and then Policies and then choosing the Safeguarding and Child Protection Policy from the right hand menu.

Pupils are also made aware of how the system works and to whom they should talk, if they have any concerns through assemblies and Tutor time.

41. EXTENDED SCHOOL AND BEFORE AND AFTER SCHOOL ACTIVITIES

Where services or activities are provided separately by another body the School will seek assurance that the body concerned has read and agreed to the appropriate policies and procedures in place for safeguarding children and child protection at Ratcliffe College and there are arrangements to liaise with the School on these matters where appropriate.

42. OFF SITE ACTIVITIES

Where services or activities are provided separately by another body, we will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and that there are arrangements to liaise with the School on these matters where appropriate.

43. SAFEGUARDING AND CHILDREN WITH SEND, EAL or CERTAIN HEALTH CONDITIONS

The School recognises that pupils with SEND/EAL may require this policy to be explained to them in such a way that is sensitive to their learning needs or language needs.

Children and young people with special educational needs OR disabilities (SEND) or certain health conditions can face additional safeguarding challenges because there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Children with SEN and disabilities can be disproportionately impacted upon by things like bullying without outwardly showing any signs. Difficulties may arise in overcoming communication barriers.

Children with SEN and disabilities may be more prone to peer group isolation than other children. At Ratcliffe College we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, There is in depth pastoral support in place with Tutor, Heads of Year and through the Learning Support department and also, if necessary, through a pastoral welfare plan.

44. EVALUATION OF THIS POLICY

This is carried out annually by the Governing Body and the Designated Safeguarding Lead being mindful of any new guidance from the Leicestershire and Rutland Safeguarding Children Partnership and the Keeping Children Safe in Education 2023 Government guidelines. The Governing Body undertakes an annual review of the School's Child Protection policies and procedures during the Autumn Term, to ensure that any deficiencies or weaknesses in child protection are remedied without delay. The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other policies.

The following appendices are included in the Safeguarding and Child Protection Policy:

Appendix 1 - Indicators of Radicalisation

Appendix 2 - Actions when there are concerns about a child

Appendix 3 - Response to reports of Sexual Violence or Sexual Harassment (KCSIE Part 5)

Monitoring

The Safeguarding and Child Protection Policy is monitored by the Director of Safeguarding through liaison with the Head of Nursery and the Deputy Head of Preparatory School, who evaluates the effectiveness of the policy in the Nursery and the Preparatory School. The safeguarding team and safeguarding Governors frequently meet to discuss safeguarding updates and review how this affects safeguarding at Ratcliffe College.

45. SUPPORTING POLICIES

- Anti-Bullying Policy
- Acceptable Use Policy
- Behaviour, Rewards and Sanctions Policy
- Eating Disorders Policy
- Education in Sexuality Policy
- Equal Opportunities Policy
- Exclusion Policy
- EYFS Use of Mobile and Camera Policy
- First Aid and Medical Arrangements Policy
- Gender Identity Policy
- Health and Safety Policy
- Children Absent from Education Policy
- Mobile and Electronic Devices Policy (E-Safety)
- Child-on-Child Abuse Policy
- Policy for Use of Reasonable Force
- Policy on Pupils Visiting Staff Accommodation
- Road Crossing Policy
- Safer Recruitment Policy
- School Development Plan
- Self-Harm Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct
- Trips and Visits Policy
- Visitors Policy (including contractors)
- Social, Emotional and Mental Health Policy
- Wetting and Soiling Policy

46. REVIEW

The Safeguarding and Child Protection Policy is reviewed annually by the Director of Safeguarding, Deputy Head Pastoral, Prep School, Deputy Head Pastoral, Governor with responsibility for Safeguarding, the Headmaster, and the full Governing Body, in the Autumn Term.

47. FURTHER READING

- 1989 UN Convention on the Rights of the child
- 1989 The Children Act
- 2002 Education Act
- Department of Health Regulated activity (adults) - The definition of 'regulated activity' (adults) as defined by the Safeguarding Vulnerable Groups Act 2006 from 10th September 2012
- 2015 Use of reasonable force - Advice for Headmasters, staff and governing bodies
- 2015 The Prevent Duty Guidance
- 2018 Working Together to Safeguard Children
- 2023 Keeping Children Safe in Education

Appendix 1

Indicators of Radicalisation

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?

- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

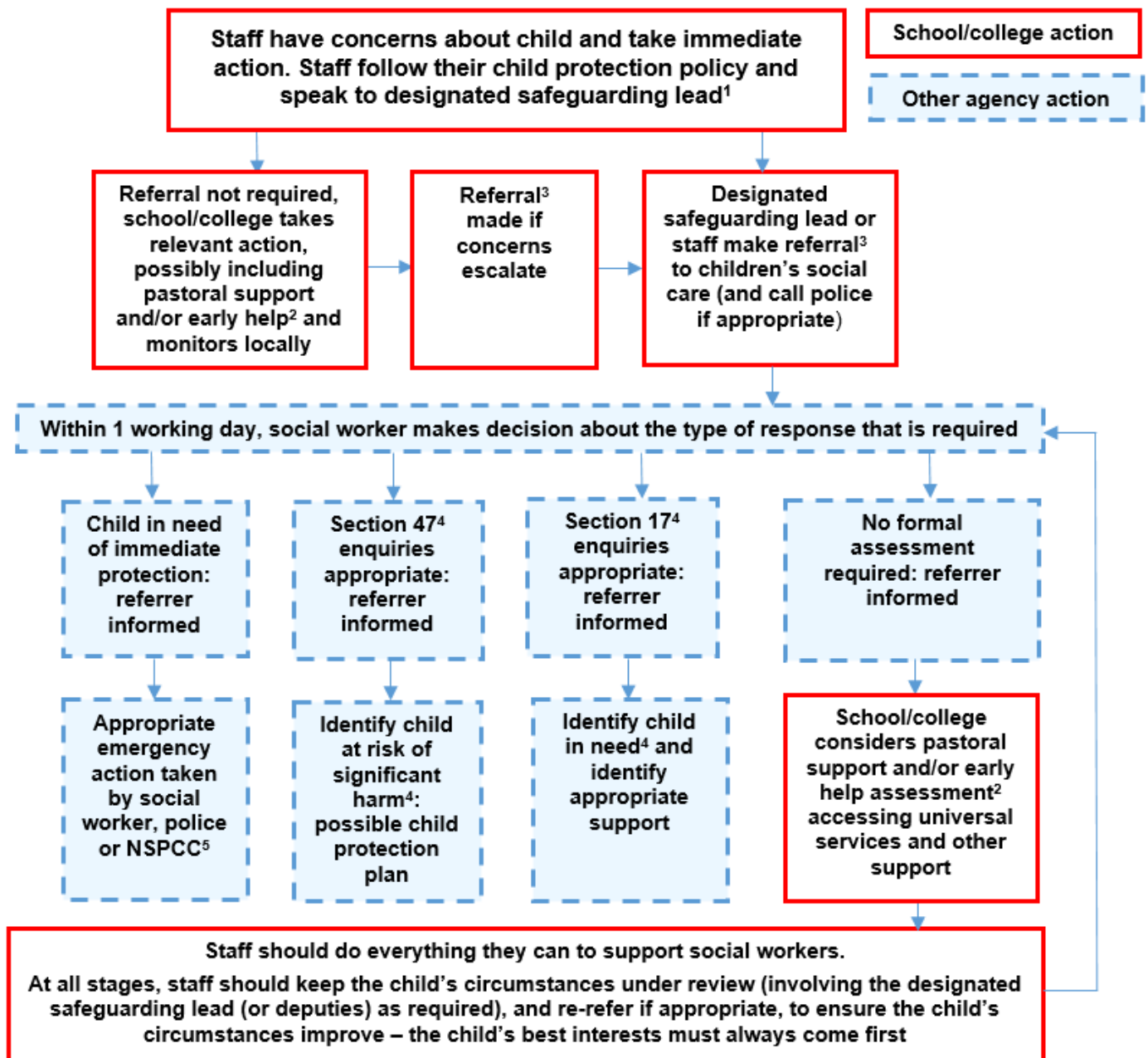
More critical risk factors

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

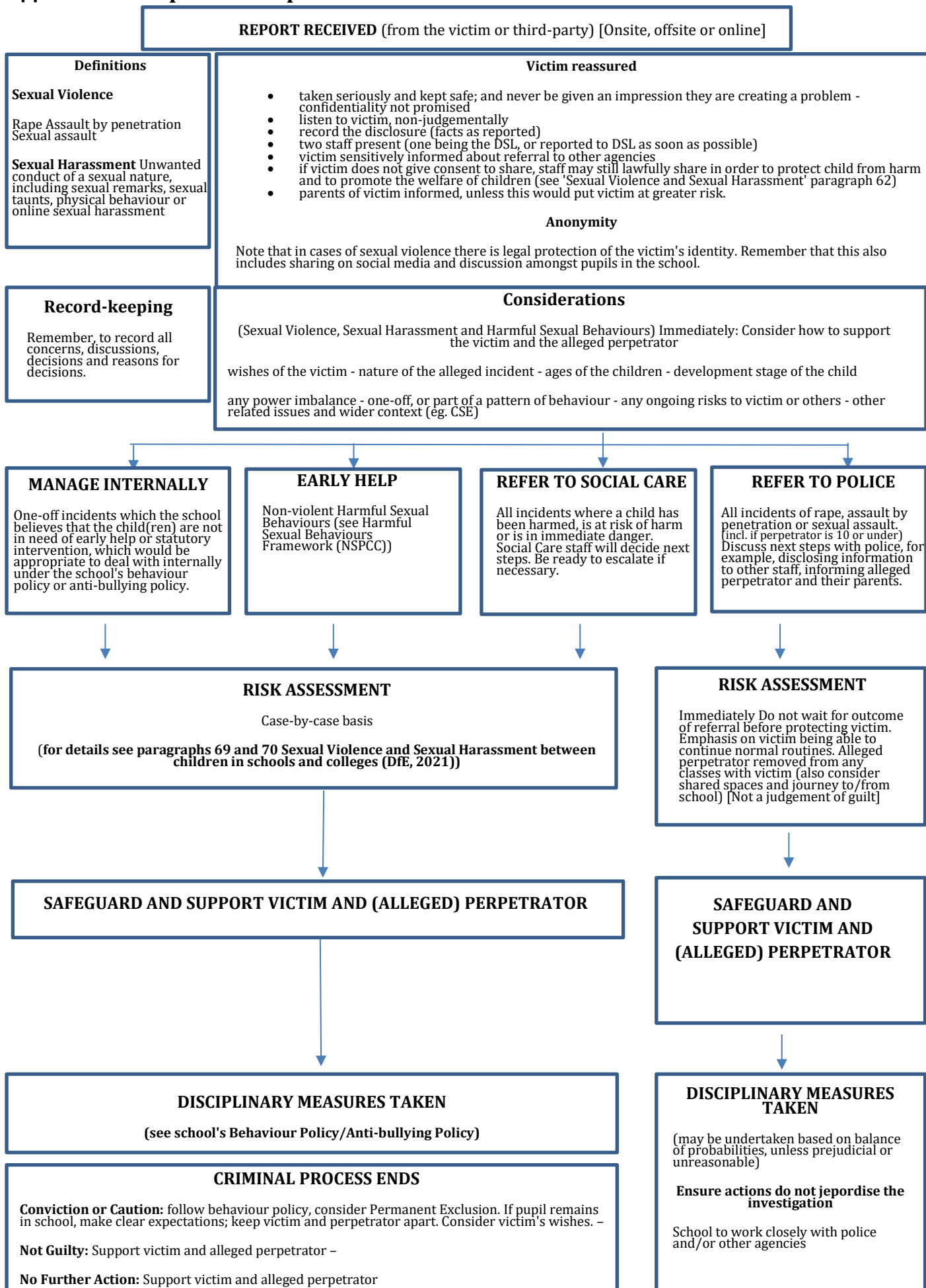
If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer

Appendix 2

Flowchart – Actions where there are concerns about a child



Appendix 3 - Response to reports of Sexual Violence or Sexual Harassment



Appendix 4

Referral Channels

- **Leicestershire First Response Children's Duty (Priority 1 referrals)**

The electronic Agency Referral Form is secure and should be used by professionals and members of the public to report concerns regarding a child or young person to our First Response Children's Duty electronically.

Should the referring person be unable to use the secure electronic link, paper/printed versions can send by:

Fax: 0116 305 0011

Post: First Response Children's Duty, Leicestershire County Council, Room 100B, Pen Lloyd Building County Hall, Glenfield, Leicestershire, LE3 8RA

Referrals can be made by telephone to: 0116 305 0005 for Leicester and 01572 758407 for Rutland

E-mail: childrensduty@leics.gov.uk

Safeguarding and Improvement Unit Service Manager

Lisa Mason 0116 305 7407

Allegations Manager

Kim Taylor – 0116 3055641 Loven Brown - 0116 3058161

Safeguarding Development Officers:

Simon Genders 0116 305 7750 or simon.genders@leics.gov.uk

Ann Prideaux 0116 305 7317 or ann.prideaux@leics.gov.uk

Named contact for Children Missing from Education

Debbie Elshaw 0116 305 8162

- **All other referrals**

<https://forms.leics.gov.uk/AF3/an/default.aspx/RenderForm/?F.Name=r1c2j94jcs3>

Multi Agency Referral Form (MARF)

Early Help – Queries and Consultation Line – 0116 305 8727

earlyhelpreferrals@leics.gov.uk

Family Information Service 0116 3056545 email family@leics.gov.uk

Contact to learn outcome of referrals 0116 3050005

- **Leicester and Rutland Safeguarding Partnership**

Referrals to social care about children must be made in writing or confirmed in writing after telephone contact is made.

Referrals should be made via e-mail using a secure e-mail address. If the e-mail address is not secure the referrals should be faxed or use the secure electronic Agency Referral Form, which can be accessed at <https://lrsb.org.uk/llr-multi-agency-referral-form>

Rutland Children's Duty

Phone: 01572 758407

Fax: 01572 758 307

E mail: dutyteam@rutland.gcsx.gov.uk

By post or in person to: Rutland County Council, Children's Duty & Assessments, Catmose, Oakham, Rutland, LE15 6HP

Out of Hours Numbers for Leicestershire and Rutland

Children's Emergency Duty Team: 0116 305 0005 (covers all of Leicestershire and Rutland).

First response Consultation line 0116 305 5500

Police: 101

Crimestoppers: 0800 555 111 (free and confidential)

- **Leicester City Children's Duty & Advice Team**

Referrals can be made by:

Telephone: 0116 454 1004

E-mail: das.team@leicester.gov.uk

Secure e-mail: das.team@leicester.gov.uk.cjsm.net

Post or in person to: Duty & Assessment Service, 1 Grey Friars, Leicester, LE1 5PH

Other useful contacts

- Social Care Advice and Guidance/Consultation Line – 0116 3055500
- Family Information Service 0116 3056545 family@leics.gov.uk
- Early Help Team 0116 3058727 e-mail caf@leics.gov.uk
- Leicestershire County Council Child Protection Services Unit - 0116 2323232
- CAMHS Advsory Service 0116 295 0485
- Leicestershire Police – 101
- NSPCC – [Report abuse dedicated helpline](https://www.nspcc.org.uk/help-and-support/helpline/). Staff can call 08000280285 – line is available from 8.00am to 8.00pm, Monday to Friday and email help@nspcc.org.uk
- Police Child Protection Abuse Unit
- Domestic Abuse Helpline – 08082000247
- www.mindfull.org
- www.recoveryouself.com

Contact details for Nottinghamshire Safeguarding Children's Partnership

- Multi-Agency Safeguarding Hub (MASH) is the single point of contact for all professionals to report safeguarding concerns.
- Telephone: 0300 500 80 90
- Email: mash.safeguarding@nottscgcsx.gov.uk
- Referrals should be made via e-mail using a secure e-mail address. If the e-mail address is not secure the referrals should be faxed or use the secure electronic Agency Referral Form, which can be accessed at <http://www.nottinghamshire.gov.uk/caring/childrenstrust/pathway-to-provision/mash/reporting-a-safeguarding-concern-childrens-social-care/> and then clicking on 'report a safeguarding concern.'

Contact details for Northamptonshire Safeguarding Children's Partnership

- Multi-Agency Safeguarding Hub (MASH) and Child Protection Team Children, Families and Education
- To make a referral :0300 126 7000

- Out of hours service : 01604626938

Contact details for Warwickshire Safeguarding Children's Partnership

- To make a referral: 01926 414144
- Out of hours' service: 01926 886922

Contact details for Lincolnshire Safeguarding Children's Partnership

- To make a referral : 01522 782111
- Out of hours service : 01522 782333

Contact details for Derbyshire Safeguarding Children's Partnership

- To make a referral/including out of hours: 01629 533190

Appendix 5 – Flowchart of Disclosure and Barring Services Criminal Record Checks and Barred List Checks

