

# Child Protection & Safeguarding Policy

Reviewed by CBV: September 2018

Next Review: January 2019

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## 1. Statement of Principles

Ryde School is committed to providing a caring, friendly and safe environment for all its pupils. Safeguarding our pupils and ensuring their healthy development, well-being and resilience is integral to our whole school strategies and is the responsibility of all staff employed by Ryde School. All staff are trained and expected to recognise signs of child abuse in all its forms and to respond as early as reasonably possible according to the guidelines set out in this policy and relevant statutory guidance. Anyone with concerns about a pupil can expect prompt and appropriate action. Ryde School is likewise committed to creating an environment in which its pupils are enabled to communicate concerns about themselves or others.

Ryde School fully recognises its statutory responsibilities as defined in *Working Together to Safeguard Children* (July 2018), *Keeping Children Safe in Education* (September 2018), the *Statutory Framework for the Early Years Foundation Stage* (April 2017) and *The Prevent Duty* (July 2015) and this policy is consistent with and refers to the advice set out therein. The procedures outlined in this policy and in those to which it refers are in accordance with the Isle of Wight Safeguarding Children's Board (IOWSCB) for inter-agency co-operation. The policy is informed also by the *Common Assessment Framework*, the *Children's Act* (updated 2004), the *Education Act* (2011) and the *Disqualification under the Childcare Act 2006* (updated July 2018).

This policy is made available to staff, parents and pupils on the Ryde School website and hard copies are available from the School Office, on request. Members of staff also have access to the policy in the School Shared Area. The policy applies to all school employees and governors, to any volunteers working in the School, and to agents employed indirectly by the School. There are processes of induction and training in place, involving staff, volunteers and prefects, which aim to ensure that the policy is known and understood by those in responsibility within the school community.

## 2. Key Staff

The Designated Safeguarding Lead is **Christina Vince**, Head of Pastoral Care and member of the School's Senior Leadership Group (SLG.)

The Deputy Safeguarding Leads are: **Philip Moore**, Deputy Head (Academic), **Edward Marsden**,

Senior Teacher (Junior School), **Emily Willetts**, (EYFS) Head of Fiveways, and **Lexie Nestor-Powell**, Director of Boarding.

The DSL or a deputy is always available to discuss and act upon safeguarding concerns throughout the School, including EYFS, and adequate cover is likewise ensured for any out of hours/out of term time activities.

During the Ryde Summer School Naomi Fowke is the nominated DSL and will liaise with the main DSL as necessary.

### 3. Responsibilities

3.1 *The Board of Governors*: supports the staff in carrying out their responsibilities with regard to child protection and safeguarding. The lead governor nominated for taking leadership responsibility for safeguarding arrangements is **Mrs Caroline Jacobs**. She will meet termly with the DSL to discuss and review safeguarding across the School. An annual review by the governors will endorse the **Child Protection and Safeguarding Policy** (reviewed annually) and the DSL's report on safeguarding. They will likewise review the efficiency with which duties have been discharged. The Chair of Governors will refer any allegations concerning the Head Master to the LADO and inform the DBS/TRA as required.

3.3 *The Head Master*: has a duty to ensure that procedures exist to ensure the proper protection of children at Ryde School. He will:

- understand the role of the Designated Safeguarding Lead and ensure that she has the time, funding, training, resources and support to discharge her responsibilities and provide advice and support to other staff on child welfare and child protection matters;
- support the Designated Safeguarding Lead and the deputy DSLs in her absence;
- Implement and maintain structures that allow and promote the safeguarding and pastoral care of pupils with due regard to statutory guidance, including that pertaining to online safety;
- liaise with the Local Authority Designated Officer, (the LADO) in the case of allegations against members of staff and inform the TRA as required;
- ensure that a report is made to the Disclosure and Barring Service if any employee or volunteer resigns, withdraws from voluntary activity or ceases to be engaged by the School because he/she is considered unsuitable to work with children;
- provide opportunities for staff to contribute to and shape safeguarding arrangements and the **Child Protection and Safeguarding Policy**;
- ensure the School provides a broad and balanced curriculum that includes opportunities for teaching safeguarding.

3.4 *The Designated Safeguarding Lead*: takes lead responsibility for safeguarding and child protection. The deputy DSLs should be trained to the same standard as the DSL. The DSL will be responsible for the following areas:

#### Raising Awareness

- the drafting, management and review (at least annually) of the School's **Child Protection**

**and Safeguarding Policy**, with due regard to the guidance in **Keeping Children Safe in Education**, (September 2018) and its presentation for discussion by the SLG and endorsement by the Head Master and governors;

- ensuring that a hard copy of the document **Keeping Children Safe in Education** (September 2018) is available in all staff common rooms across the School and that all staff have read Part One and Annex A of this document as well as signed and dated a form to confirm that it has been read and understood;
- responsibility for regularly escalating appropriate details of the policy and safeguarding issues, including government statutory guidelines and updates, to all teaching staff, updating the Pastoral section of the Parents' Handbook and the Pupil Planner and for ensuring that the relevant procedures are presented to the Bursar in order to inform the school's support staff;
- ensuring that School Prefects and other pupils in positions of responsibility are briefed on appropriate action to take should they receive any allegations of abuse;
- overseeing that pupils are taught about keeping safe, in all areas of their lives, including online, as part of the School's Personal Development Programme and in other learning opportunities;
- initiating parent workshops and outreach opportunities that promote safeguarding, well-being and resilience;
- ensuring that, when a child who is subject to a Child Protection Plan leaves Ryde to move on to other schools, a copy of the pertinent Child Protection records is sent on to the pupil's new school. This copy will be sent to the Designated Safeguarding Leads in a package marked "Private and Confidential – to be opened ONLY by the Senior Designated Lead" and shipped by Special Delivery.

### Training

- ensuring that staff have access to IOWSCB for training opportunities, latest local policies (4LSCB) and other relevant training courses and materials, including a Safeguarding INSET course every three years. Regular updates on safeguarding and child protection will take place at weekly staff briefings as required;
- (with Deputies) undergoing interagency training to provide the knowledge and skills required to carry out their role. This interagency training should be updated every two years, with interim updates as required and escalation of information to all other DSLs in school.
- undertaking Prevent awareness training and escalating to all staff;
- being alert to and escalating to staff the specific requirements and safeguarding implications of children in need, looked after children (LAC), those with special educational needs and young carers;
- in addition to formal training, updating knowledge and skills via e-bulletins, attending both DSL meetings organised by the IOWSCB and other relevant conferences/training courses;
- ensuring staff understand the assessment process for early help and intervention, referring to the locally agreed IOWSCB and Children's Trust Threshold Chart (April 2014);
- actively encouraging staff to consider the voice of the child, by creating a culture of listening in which the feelings and wishes of children are heard;
- ensuring that, as part of Induction training, new teaching staff and support staff are taught about safeguarding procedures at Ryde. New staff will likewise be provided with this policy, the Staff Behaviour and Code of Conduct and Part One of **Keeping Children Safe in Education** (September 2018) including Annex A.

### Working with Others

- liaising with the Head Master, in accordance with national and local procedures, when alerted to possible or actual child abuse and, particularly ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- liaising with the School Nurse;
- organising termly meetings to update the 'Welfare Registers' with Heads of Year;
- attending weekly accessibility meetings with the Head of Learning Support;
- attending and contributing to early help assessments, child protection case conferences and/or core groups as required;
- Ensuring that the Registrar notifies the Local Authority (EWS) of all pupils of statutory school age transferring to or leaving Ryde School, or being electively home educated, in accordance with the education (pupil registration) (England) (amendment) Regulations 2016 (September 2016).

### Managing Referrals

- being responsible for action in cases of suspected child abuse, as the first person to whom suspicions are reported by staff, and as the person who discusses the situation with the relevant agencies in line with **Working Together to Safeguard Children** (July 2018);
- directly managing all referrals to:
  - IOW Children's Services through MASH Professionals' line: 0300 300 090 1, email: [iowcsprofessional@hants.gov.uk](mailto:iowcsprofessional@hants.gov.uk) and, for non emergency cases the Inter-Agency Referral Form.
  - the Channel programme where there is a radicalisation concern as required;
- working with the Head Master and/or Registrar in managing referrals to
  - the Disclosure and Barring Service where a person is dismissed or leaves due to risk/harm of a child (though this is more likely done by the Head Master)
  - the Police where a crime may have been committed (though this is more likely done by the Head Master)
  - the Local Authority in the case of a child missing from education.
- keeping detailed, accurate and secure written records of concerns about (or referrals upon) child protection issues (the Child Protection Register) and note both outcomes and the rationale for actions relevant to any discussions and decisions.

3.5 *All staff*: play a role in the well-being and the safeguarding of pupils and have a duty to:

- read and understand the School's **Child Protection and Safeguarding Policy**, Part One (with Annex A) of **Keeping Children Safe in Education** (September 2018) and the Staff Behaviour and Code of Conduct;
- protect pupils from abuse and radicalisation according to the procedures in this policy and as advised in INSET training (with due regard to 'early help');
- be aware of the School Whistleblowing Policy (published in the school shared area)
- ensure, as part of their risk assessment duties, the existence of a written statement from outside providers that attests to appropriate child protection checks and procedures applying to their staff;
- be aware of the guidance on the use of mobile phones and cameras throughout the school, including the EYFS;
- keep a sufficient record of any significant conversations and/or concerns regarding

safeguarding issues including the voice of the child and with due regard for contextual safeguarding;

- ensure that each volunteer at the School for whom they are responsible is risk assessed in order to ascertain whether a DBS check is required.

3.6 *The Bursar*: is responsible for

- ensuring that the School's support staff are alert to the signs of possible abuse and know what they have to do if they have any suspicions;
- informing members of the support staff about the mobile telephone legal guidelines regarding taking images of children without written, age-appropriate consent;
- ensuring that any staff working at Ryde who are employed by another organisation (e.g. agency supply teachers) have been subject to safer recruitment checks as required;
- ensuring the safe recruitment of new staff and volunteers, in accordance with ISI and KCSIE and also that appropriate checks are carried out on staff recruited from the European Economic Area;
- ensuring that anyone appointed to a management position within the School is not subject to a section 128 direction.

3.7 *The Director of Boarding and the Director of the Ryde Summer School*: are supported by the School in recognising the responsibilities set out in the government document, **Boarding Schools National Minimum Standards** (2015), and is responsible for:

- putting into practice, within the boarding house, methods for encouraging pupils to tell someone if they are being abused in any way;
- checking that the house staff are trained about and alert to the signs of possible child abuse and know what they have to do if they have any suspicions;
- checking that the boarding house staff read, understand and follow assiduously this **Child Protection and Safeguarding policy**, Part One of **Keeping Children Safe in Education** (2018) and the **Staff Behaviour and Code of Conduct**;
- regularly reminding the boarding house staff that confidentiality can never be promised to a pupil making a disclosure about personal abuse or giving evidence of abuse of another pupil;
- reminding the boarding house staff of the policy on pupils missing from school, ensuring that they understand how to apply to protocols during an emergency.

3.8 *Pupils*: should:

- inform a trusted person within the School if they are suffering any form of abuse or if they learn that others are being abused;
- expect to learn about safeguarding and on-line safety via school wide PD programmes, the curriculum and tutoring;

3.9 *Parents*: should:

- be aware of the School's **Child Protection and Safeguarding Policy**;
- contact the DSL if they suspect that any pupil within the school is being abused in any form.

The School Medical Centre is a key partner in the pastoral care of Ryde pupils. Pupils have access to a trained School Nurse, Youth Trust counselling and Chaplaincy support. In the case of a looked after child (LAC), the School will arrange for a designated teacher to oversee the pupil's welfare and

wellbeing. A significant number of School staff and sixth formers are trained in coaching in education skills building on pupil resilience and well-being.

Personal Development education is likewise provided within the curriculum for all years. Emily Willetts oversees Personal Development in Fiveways, Gillian Gallerwood in the Junior School, George Speller in years 7 and 8, Keith Dubbins in years 9, 10 and 11 and Christina Vince in the Sixth form. The School delivers a broad age-appropriate programme of seminars and workshops dealing with key issues such as good mental health, Sex and Relationship Education (SRE), online safety and healthy living. Senior pupils have access to a programme of careers education led by the Head of Careers, Skills and Lifelong Learning, Stephen Baxter (further details of Personal Development and Careers provision are available in the department handbooks).

The School's extensive programme of extra-curricular, sporting and recreational activities are believed to enhance further the quality of opportunity offered to young people as they develop at Ryde and to contribute significantly to their pastoral development.

#### 4. Documents

This policy document focuses on the procedures for identifying and responding to Child Abuse. Other aspects of the School's safeguarding duties are dealt with in more detail in the School's policies and procedures on:

- Anti-bullying
- Complaints
- Data Protection Policy
- Whistleblowing
- Behaviour
- Bereavement
- Self-harm
- Eating disorders
- Restraint and Physical Intervention
- Management of Educational Visits
- Health and Safety
- Missing Child
- Recruitment
- Grievance and disciplinary
- Central Record of Appointments
- Expectations of teaching staff
- Electronic mail, computers and the internet
- PD schemes of work
- Staff behaviour and code of conduct

#### 5. Types of Abuse and Neglect

##### Definition of Child Abuse

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

According to *Keeping Children Safe in Education* (September 2018), abuse is a form of the 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 or in an 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:

*Physical abuse:* 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:* 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children such as that inherent in county lines/gang culture abuse. 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 activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

*Neglect:* the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **6. Specific Safeguarding Issues**

All staff at Ryde School should be aware of current national and local safeguarding issues and that behaviours such as drug taking, alcohol abuse, peer on peer abuse, truanting and sexting all put children in danger. Staff should also consider that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

A number of other expert and professional organisations are best placed to provide up-to-date guidance and practical support on safeguarding issues. There is also a great deal of guidance on the following issues on the GOV.UK website:

- bullying, including cyber-bullying;
- children missing education;
- child missing from home or care;
- child sexual exploitation (CSE);
- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);

- forced marriage;
- gangs and youth violence;
- Criminal exploitation of children and vulnerable adults: county lines;
- gender-based violence/violence against women and girls (VAWG);
- honour based violence (HBV);
- hate;
- mental health;
- missing children and adults strategy;
- private fostering;
- preventing radicalisation;
- relationship abuse;
- sexting;
- trafficking.

### 6.1 Female genital mutilation (FGM)

This is a surprisingly common form of abuse in the UK, and the School has measures in place to safeguard against this type of abuse. Note that the **Serious Crime Act** (2015) places a mandatory duty upon teachers to report to the police where they discover that FGM appears to have been carried out.

### 6.2 Forced Marriage

This is defined as a marriage where one or both people do not (or in cases of people with learning or physical disabilities, cannot) consent to the marriage and pressure or abuse is used.

### 6.3 Honour-Based Violence (HBV)

This encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including FGM, forced marriage and practices such as breast ironing.

*Note:* Any indications that FGM and/or HBV is a risk, is imminent, or has already taken place will be dealt with under the child protection procedures outlined in this policy (7.2). In support of this provision, the school will do everything that it can to ensure that:

- the school is an 'open environment', where students feel able to discuss issues that they may be facing;
- the DSL is aware of the issues surrounding FGM, forced marriage and HBV;
- materials explaining FGM, forced marriage and HBV are available for staff and pupils;
- advice and signposts are available for accessing additional help, e.g. the NSPCC's helpline, Childline services;
- pupils have access to a private telephone, should they wish to use it;
- training about FGM, forced marriage and HBV is incorporated in the school's safeguarding training.

### 6.4 Radicalisation

This refers to the process by which a person comes to support terrorism and forms of extremism. Staff should use their judgement in identifying children who might be at risk of radicalisation. Note that section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015") places a statutory duty on Schools to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the **Prevent Duty**. Ryde School keeps a file of those students assessed as vulnerable to radicalisation. Concerns are communicated to the relevant agencies and staff receive training in their Prevent Duty and are aware that they may be required to sit on a Channel Panel to

determine the support to be put in place for vulnerable individuals. The School will likewise ensure that children are safe from terrorist and extremist material when accessing the School internet. Personal Development and cross-curricular education will promote the British values of democracy, religious tolerance and the Rule of Law as part of the School's duty to prevent radicalisation.

### 6.5 Peer on Peer Abuse

All Staff should recognise that children are capable of abusing their peers and that this type of abuse should not be dismissed as 'banter'. Peer on peer abuse can involve bullying (including cyber bullying), violence/sexual assaults, which could be gender or race based and sexting. The School's Anti-Bullying policy provides guidance on bullying and all incidences of bullying should be reported and will be managed through our anti-bullying procedures. All pupils and parents/carers receive a copy of the anti-bullying procedures on joining the school and the subject of bullying is addressed at regular intervals in the Personal Development curriculum. If the bullying is particularly serious, the DSL will consider implementing child protection procedures and, in the case of a crime committed, will contact the police. In all cases the pupils involved in peer on peer abuse will be supported by the School's pastoral system (including one or more of the following: coaching opportunities, chaplaincy care, tutorial support).

Note on *Sexting*: following guidance by the UK Council for Child Internet Safety (UKCCIS) the School recognises the different perspectives that exist regarding sexting but defines sexting as covering only the sharing of sexual imagery by young people (this does not include messages, only images). Note that creating and sharing sexual photos and videos of under-18s is illegal, even if produced by a child.

### 6.6 Child Sexual Exploitation (CSE)

This is a form of abuse where children are sexually exploited for money, power or status. This can involve both physical and/or online contact. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

### 6.7 Children Missing from Education

A child missing from education is a potential indicator of abuse or neglect. Ryde School operates a Missing Child Policy and, in accordance with the law, has both an admission register and an attendance register. All pupils are placed on both registers and the School holds at least two emergency telephone numbers for every pupil. The School also supports the local authority in its duty to identify children by informing it both of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the IW local authority and of any pupil who is going to be removed from the admission register where s/he:

- has been taken out of school by his/her parents and the school has received written notification from the parent the pupil is being educated outside the school system e.g. home education;
- has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered;
- has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of

- that period;
- has been permanently excluded.

## 7 Signs and Symptoms of Child Abuse

Whilst no list can be comprehensive and vigilance is always required, the following may be signs of abuse:

- the pupil says s/he has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is unexpectedly delayed;
- the pupil inexplicably loses or gains weight;
- the pupil suffers a deterioration in her/his well being;
- the pupil appears neglected, eg. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his or her parents.

Other general signs of abuse may be if a pupil demonstrates:

- a deterioration in work;
- poor attendance at school;
- low self-esteem;
- withdrawn behaviour;
- aggressiveness, anger, anxiety, tearfulness;
- extremes of passivity or aggression;
- fear of parents being contacted;
- running away;
- self harm.

Some indicators that may suggest FGM abuse:

- a girl who has difficulty standing, walking or who looks unaccountably uncomfortable;
- a girl who suddenly has difficulty sitting still for long periods or who spends longer in the bathroom/ has difficulty urinating;
- a girl who avoids physical education (without an appropriate GP's letter);
- a girl who seems worried about a family 'holiday' or a 'ceremony'.

Some indicators that may suggest radicalisation:

- a significant and rapid change in behaviour;
- inappropriate internet use which includes accessing extremist material;
- racial/ideological hatred;
- vulnerability to influences from other people;
- extreme personal or political grievances.

## 8. Responding to and reporting concerns

All staff at Ryde School should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a pupil's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. Should a child or parent refuse to consent to an early help assessment, the DSL will liaise with both and act always to protect the pupil from harm.

## 8.1 Disclosure of Abuse by a pupil

Where there is a safeguarding concern, the pupil's wishes and feelings should be taken into account. All processes should operate with the best interests of the pupil at their heart. All staff employed at Ryde School should be aware that they might sometimes be chosen by a pupil as the recipient of disclosure. Under no circumstances should a member of staff carry out their own investigation into the allegation of abuse. In such circumstances the member of staff must remember that he/she:

- has a listening role;
- should not interrupt the child until he/she has completed what he/she wishes to say;
- should seek clarification of what is being said only by asking open questions. It is NOT APPROPRIATE to lead the child in any way, to guess or to make suggestions;
- may clarify what the child has said only when it is necessary to determine if child abuse is at issue. It is NOT APPROPRIATE for the member of staff to clarify the details of the abuse;
- should always take seriously what is being said;
- should never give an undertaking of absolute confidentiality;
- should tell the child that the substance of the disclosure will be passed on, but only to those who need to be so informed;
- ideally should listen initially without taking notes; however, if necessary, brief, rough notes can be made during the conversation;
- must ensure that the pupil feels secure once the disclosure has been concluded. (It may be appropriate to hand the child, with their assent, into the care of the pastoral team or Head of Boarding);
- must make a note of the disclosure as soon as is reasonably practicable (and always within 24 hours). This note should record the time, date, place and people present, as well as what was said. It should also state, if relevant, the outcomes and the rationale for decisions taken. It should be signed and dated. It should note any observed physical evidence (e.g. injuries or bruises) and record the non-verbal behaviour of the pupil and the actual language used by the pupil when making the disclosure. This note may be used in any subsequent court proceedings;
- with the exception of disclosures involving allegations against a member of staff (or a volunteer working at the School), must inform the DSL and give the note to her. Notes are passed to the Head Master if the allegation relates to a member of staff and to the Chair of Governors if it relates to the Head Master. (The member of staff's formal involvement ends at this point, but he/she may have an informal role supporting or monitoring the child);
- must not discuss the disclosure with anyone except a professional counsellor or equivalent, which may assist if the member of staff is traumatised by the disclosure and feels in need of help;
- in circumstances where the allegation relates to abuse of a pupil (or pupils) by some other pupil (or pupils) at the School it is obviously helpful if the identity of the alleged abusers is specified in the disclosure. However, the pupil(s) disclosing abuse should never be pressed to reveal names during the initial disclosure (those details can be dealt with as the disclosure is followed up by the Children's Services, Police or School). It is particularly important that the person receiving a disclosure of abuse by pupils never attempts to guess the identity of the pupil(s) being spoken of.

***Keeping Children Safe in Education*** (2018) makes it clear that anybody can refer a child protection issue to Children's Services. A member of staff should feel free to call the Children's Reception Team on: 0300 300 0901. If a member of staff is worried about a child's immediate safety or if a crime has been committed then they should contact the police on 999. In all

circumstances, the member of staff should inform the DSL, as soon as possible, that a referral has been made.

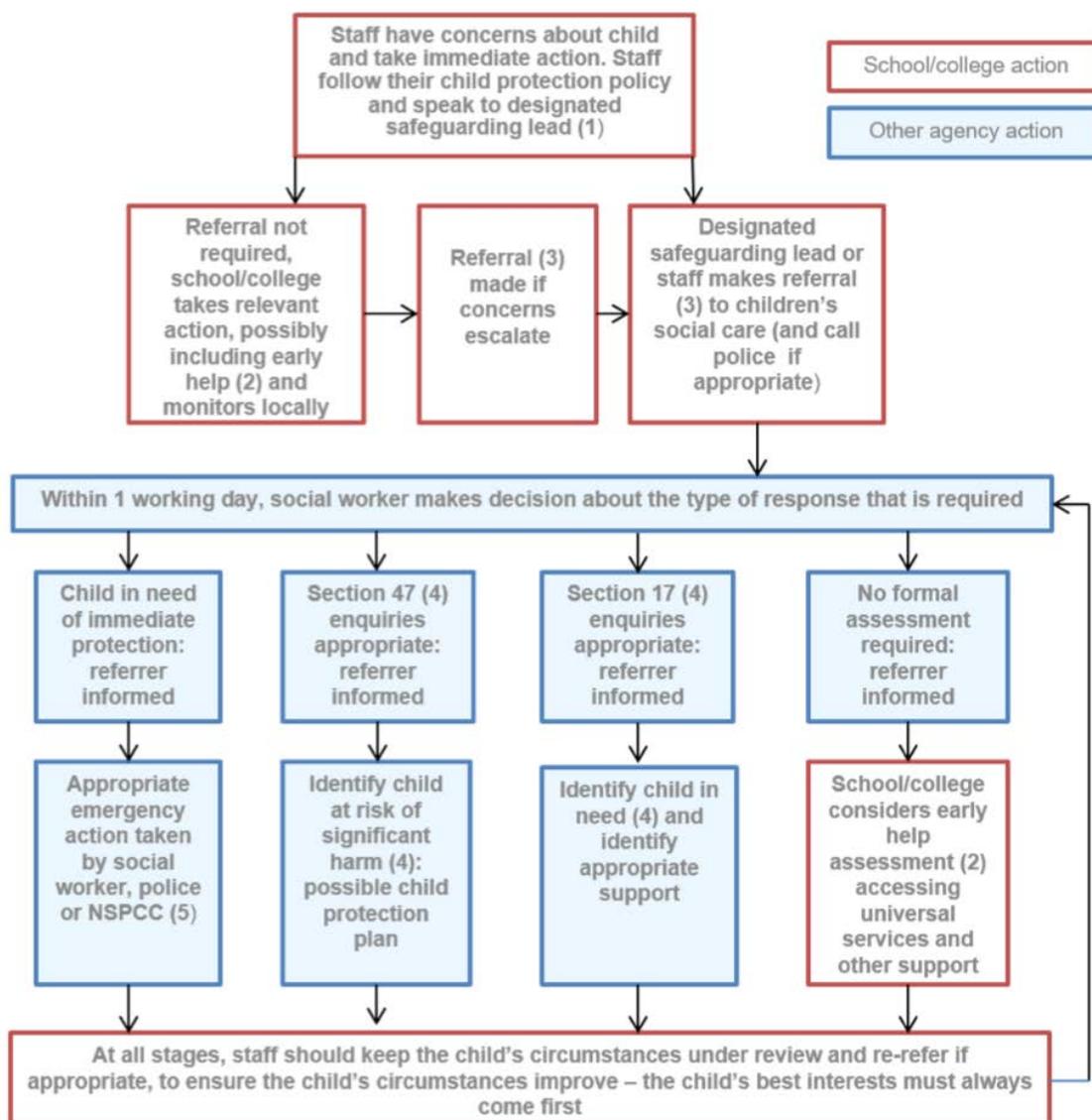
## **8.2 Actions where a disclosure is received or there are concerns that a child could be in need or at risk**

All referrals/contacts to the Children's reception team are received by the MASH (Multi Agency Safeguarding Hub). The role of the MASH is to collate information from all multi-agency partners and make an informed assessment based on published thresholds as to the level of intervention required (Children's Services, Early Help, no further action).

A referral to MASH does not automatically trigger a referral to Children's Services. The School or individual may be providing crucial information which may inform wider multi-agency information sharing.

The following document form ***Keeping Children Safe in Education*** (September 2018) outlines the referral process. Note that Ryde likewise follows the advice given in the Isle of Wight Safeguarding Children's Board and Children's Trust's ***Thresholds Chart*** - April 2014.

## Actions where there are concerns about a child



Note that, in the case of a 'Child in Need' or a 'Child at Risk of significant harm', staff should inform the DSL, who will then liaise with Children's Services (and the Police if a crime has been committed.) If a child is in need of immediate protection, appropriate emergency action should be taken. If the initial contact is by telephone then it will be confirmed in writing, by e-mail at [iowcsprofessional@hants-gov.uk](mailto:iowcsprofessional@hants-gov.uk) within 48 hours. In all cases, it is extremely important that every effort is made to maintain confidentiality and guard against unwanted publicity that may damage the child further.

N.B. (1) Radicalisation: The above processes are also relevant when there are concerns about children who may be at risk of being drawn into terrorism. Advice can also be sought from the **Channel Programme** (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social Care.

N.B. (2) FGM: It is mandatory to report to the Police, cases when an act of FGM has been carried out. Any member of staff with concerns about a possible case of FGM should normally discuss the case with one of the DSLs who will involve Children's Services as appropriate; but in such cases the member of staff may also refer the matter directly to Children's Social Care and the Police, without revealing to anyone other than the DSL that their enquiries might be related to FGM, as this could increase risk to the pupil. Staff should not engage initially with the pupil's parents or family, or others within the community.

N.B. (3) Sexting: All incidents will be responded to in line with the School's pupil concerns procedure. The incident should be referred to the DSL who will then hold an initial review meeting with appropriate staff. Subsequent interviews will be held with the young people involved (if appropriate) and parents will be involved at an early stage (unless it is believed that involving parents would put the young person at risk of harm). At any point in the process if there is harm done or a risk of harm, a referral should be made to Children's Services and/or the Police immediately.

In the case of a referral, the DSL will consider whether it is appropriate that the parents of the child involved should be informed that a referral is being made. Our usual procedure would be to inform parents but if it is possible that informing parents could place the child at greater risk of harm or impede a criminal investigation, ensure that Children's Services are informed that the School has reservations about immediately informing the parents of the referral.

In circumstances where a disclosure relates to significant peer on peer abuse, this policy will be followed in association with the School's **Anti-Bullying Policy**. The DSL will ensure that, if necessary, the names of both the abused and abuser(s) are communicated to Children's Services if known.

In circumstances involving a disclosure about a member of Ryde School staff or a volunteer, this should be referred directly to the Head Master (and in cases where the disclosure involves the Head Master, this should be referred to the Chair of Governors), who must consult with the Local Authority Designated Officer (the LADO) and then follow statutory advice as outlined in Part Four of **Keeping Children Safe in Education** (September 2016).

Where a staff member is dismissed or who would have been removed had s/he not left, a referral to the DBS must be made.

In the case where the School is made aware that the Secretary of State has made an interim prohibition order in respect of an individual working at the School, it will be necessary to suspend immediately that person from teaching pending the findings of the TRA's investigation.

## **9. Staff Behaviour and Code of Conduct**

All staff should read and understand the **expectations of teaching staff** document, The **Staff Behaviour and Code of Conduct** and the **Staff Employment Handbook**.

The School will also seek to ensure that those who work at Ryde are not complacent about the threat posed by those who seek access to children in order to abuse them, and whose behaviour has not resulted in any convictions or referrals to the Disclosure and Barring Scheme. The School will seek to establish a culture in which all feel able to raise concerns about any employee's practices which prima facie seem poor or unsafe, and in which reports of such conduct are given serious and objective consideration. The School's Whistle-blowing Policy is published in the Staff Handbook Appendix E and is available in the School Shared Area. It makes clear that those who 'whistle-blow' in good faith will be protected from retribution and immune from disciplinary action.

Staff must ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in a music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid wherever possible taking one pupil on his/her own in a car.

## 10. Recruitment Procedure

The School will ensure that **Safer Recruitment** practices in line with Part Three of **Keeping Children Safe in Education** (2018) are always followed (i.e. for all teaching staff, contractors, domestic and any other staff employed by the School, and volunteers who have access to children). All employees undergo Disclosure and Barring Scheme checks prior to appointment as required and each interview panel has, at least, one person who has undergone safer recruitment training.

All members of staff are made aware of the existing and updated **Disqualification by Association** legislation and those to whom this is relevant have been asked to declare whether this might affect them. Any relevant disclosures will be acted upon by the Head Master and in consultation with the LADO according to relevant legislation.

DBS checks are carried out as follows:

- Regulated activity (most appointments) - enhanced DBS certificate, which includes barred list information (in addition, anyone who is appointed to carry out teaching, an additional check will be carried out to ensure he or she is not prohibited from teaching).
- Unregulated activity - enhanced DBS certificate, which does not include a barred list check.

Note:

All volunteers at the School will be risk assessed in order to ascertain the level of suitability checks required. Note that supervised volunteering is generally a form of unregulated activity and so there is no entitlement to do a barred list check although the School will decide on the specific level of supervision needed in an individual case and will be informed by Annex F of **Keeping Children Safe in Education** (September 2018).

Individuals who have lived or worked outside the UK - must undergo the same checks as other staff in the School. These include overseas criminal records checks as appropriate and a check for information about any teacher sanction or restriction that an EEA regulating authority has imposed (see the TRA website).

All new staff will have a Child Protection interview the notes of which will be kept on the teachers' individual staff files.

Newly appointed staff, governors and volunteers (including temporary appointments) will receive induction appropriate to their role and responsibilities within the School. All will receive induction in Child Protection and Safeguarding and be given explicit guidance on the conduct expected of staff working at Ryde. They will be issued with **Keeping Children Safe in Education**, Part 1 and Annex A (September 2018) which supports staff in their safeguarding responsibilities. Newly appointed teaching staff will receive induction that makes specific reference to this **Child Protection and Safeguarding Policy** (with its appendices), the School **Anti-Bullying Policy**, the School Procedure on **Pupil Restraint**, the policy on **Equality and Diversity**, the **ICT Acceptable Use Policy**. On

appointment all staff are issued with a **Staff Handbook**, the **Staff Behaviour and Code of Conduct** and advised of the staff's **Whistle-Blowing Policy** and **Employment Policies**, which contain details of the School disciplinary procedures.

### 11. Useful Contacts

The IOW Local Safeguarding Children's Board (IOWSCB): 01983 814545

The local Children's Services Reception Team (access to MASH - the Multi Agency Safeguarding Hub) professionals' line 0300 300 0901 or email: [iowcsprofessional@hants.gov.uk](mailto:iowcsprofessional@hants.gov.uk) and, for non emergency cases, [the Inter-Agency Referral Form](#).

The Local Authority Designated Officer (LADO), Paul Barnard: 01983 823723

Anti-terrorism hotline: 0800 789321

NSPCC Whistleblowing Advice Line: 0800 028 0285 0- email: [help@nspcc.uk](mailto:help@nspcc.uk)

### 12. Supporting Documents and Websites

[Isle of Wight Safeguarding Children Board and Children's Trust Thresholds Chart – April 2014](#)

[Keeping Children Safe in Education \(2018\)](#)

[Working Together to Safeguard Children \(2018\)](#)

[Statutory Framework for the Early Years Foundation Stage \(April 2017\)](#)

[The Prevent Duty \(July 2015\)](#)

[Disqualification under the Childcare Act \(June 2016\)](#)

[Boarding Schools National Minimum Standards \(2015\)](#)

[The Serious Crime Act \(2015\)](#)

[Channel Duty Guidance \(2015\)](#)

[UK Safer Internet - Advice on Appropriate Filtering and monitoring](#)

[TRA teacher's service](#)

[Sexting in schools and colleges: responding to incidents and safeguarding young people \(UKCCIS\)](#)

### 13. Online Safety

Ryde School is committed to keeping its pupils healthy as they navigate the online world. The DSL is a trained CEOP Ambassador and attends regular conferences, courses and briefings on online safety. These are escalated to staff, pupils and parents. Ryde's online strategy is threefold in working to educate pupils against: being exposed to illegal, inappropriate or harmful **content**, being subjected to harmful online **contact** with other users and personal online **conduct** that increases the likelihood of, or causes, harm. The School ensures that its pupils are taught online safety as part of the Personal Development curriculum. This policy operates in line with School ICTAC policy and advice given in **Keeping Children Safe in Education** (September 2018). The School likewise has appropriate filters and monitoring systems in place to protect pupils without over-restricting their online experience.

#### **14. Photographs**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place. To protect pupils in this respect, we will:

- seek parental consent for every pupil regarding images or videos to be used for our website, social media, the newsletter, and other publications for any purposes including those relating to the marketing of the School, both internally and externally through third parties;
- not publish the full name of the pupil alongside a photograph but only use his/her first name;
- not accompany any text where we name a child in full with a photo of that child;
- ensure pupils are appropriately dressed;
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

Please note: the press are exempt from the Data Protection Act and may want to include the names and personal details of children and adults in the media.

This consent can be amended by a parent or carer at any time by informing the School. Historic and current documentation however will not be changed at that point.

Common sense dictates that on trips, at matches, in activities staff may wish to capture images of pupils involved, but any pupil data they have temporarily stored on a personal device (eg a photo for the newsletter or a pupil contact number) must be deleted the moment it is no longer needed. Staff should be prepared to demonstrate that any pupil data captured on their personal equipment has only ever been used for professional, school-based purposes.

#### **15. Use of the School Premises by Other Organisations**

Where services or activities are provided by some other organisation using the School premises, the Assistant Bursar (Estates) will seek assurance and written confirmation that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children.

#### **16. Independent Listeners**

Ryde School is supported in its welfare provision by three independent listeners whose details are made available to all of our students.

**THE FOLLOWING APPENDICES TO THIS POLICY ARE HELD IN THE SCHOOL SHARED AREA UNDER PROCEDURES AND ARE AVAILABLE TO OTHERS BY DIRECT CONTACT WITH THE DESIGNATED SAFEGUARDING LEAD:**

- 1: ANNUAL CHILD PROTECTION MONITORING REPORT TO GOVERNORS
- 2: INDUCTION DOCUMENT ON CHILD PROTECTION AND CHILD ABUSE GIVEN TO ALL MEMBERS OF STAFF BEGINNING TO WORK IN RYDE SCHOOL
- 3: CHILD PROTECTION SUMMARY FOR ALL TEMPORARY STAFF
- 4: CHILD PROTECTION TRAINING REGISTER
- 5: AT RISK REGISTER PROCEDURES
- 6: FORM FOR RECORDING CONCERNS DISCLOSED TO A MEMBER OF STAFF
- 7: STAFF SUITABILITY SELF-DECLARATION FORM (PENDING CLARIFICATION OF DISQUALIFICATION BY ASSOCIATION)
- 8: MANAGING SELF-HARM
- 9: MANAGING BEREAVEMENT
- 10: MANAGING EATING DISORDERS
- 11: RESTRAINT AND PHYSICAL INTERVENTION PROCEDURES
- 12: CONDUCTING A SEARCH
- 13: STAFF BEHAVIOUR AND CODE OF CONDUCT (Held in the Policies section)
- 14: 'IF YOU HAVE A PROBLEM' SHEET