



ROYAL
BALLET
SCHOOL

SETTING THE STANDARD

SAFEGUARDING POLICY

SEPTEMBER 2018

Registered address: 46 Floral Street • Covent Garden • London WC2E 9DA

www.royalballetschool.org.uk

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KEY CONTACT DETAILS - SAFEGUARDING

Emergency

Where a child is in immediate need, to protect the child, the Police should be called on 999.

School Contact details

Designated Safeguarding Lead (DSL): Mrs. Jill Tait-Harris, Assistant Principal (Pastoral & Welfare): 07766 162048

Deputy DSL: Mrs. Julie Dunn (Housemistress) 07909 211717

Deputy DSL: Ms. Joanne Millns (Housemistress AJH, Upper School) 07900 694021

Deputy DSL: Nurse Frances Rees (School Nurse, White Lodge) 020 8392 8459

Deputy DSL: Mrs. Alison Wray (SEN/D Teacher) 07799 032047

Nominated Safeguarding Governor: Ms. Menna McGregor mmcg@mennamcgregor.com

Chair of Governors can be contacted on pippa.adamson@royalballetSchool.org.uk

Both Governors can be contacted via Pippa Adamson, Secretary to the Governors on 07748 772404 or 020 7845 7057

External contacts:

White Lodge

If anyone is concerned that a child is being abused, in need, or at risk contact –

The Local Safeguarding Children Board (LSCB) -The Single Point of Access (SPA) (Richmond Children's Services)

0208 891 7969 and, out of hours, on 0208 770 5000. Non-emergency calls can be made to the Police by using 101.

These contact details can also be used for reporting FGM and issues related to Prevent.

Upper School

If anyone is concerned that a child is being abused, in need, or at risk contact:

The Local Safeguarding Children Board (LSCB) - The Front Door (Hammersmith & Fulham, Kensington & Chelsea and Westminster Children's Services) on 020 7641 4000 and out of hours 0207 641 6000 Non-emergency calls can be made to the Police by using 101.

These contact details can also be used for reporting FGM and issues related to Prevent

Additional Contacts for the Prevent Team

If anyone is concerned about issues relating to extremism and radicalisation they can also phone the Channel DfE helpline 0207 340 7246 or email counter.extremism@education.gsi.gov.uk

Additional contacts:

Independent Schools' Inspectorate (ISI)

CAP House, 9 - 12 Long Lane

London EC1A 9HA

Telephone: 0207 600 0100

Fax: 0207 776 8849

The ISI number for whistleblowing i.e. raising concerns about child protection is: 020 7600 0100.

The Children's Commissioner for England

The Office of the Children's Commissioner

Sanctuary Buildings

20 Great Smith Street

London SW1P 3BT

Tel: 020 7783 8330

Email: info.request@childrenscommissioner.gsi.gov.uk

NSPCC Whistleblowing Helpline 0800 028 0285

This helpline is available for staff who do not feel able to raise concerns regarding Child protection failures internally.

Email: help@nspcc.org.uk

Multi-Agency Safeguarding Arrangements

The new Working Together to Safeguard Children 2018, outlines a new approach to support Local Safeguarding Children Boards (LSCBs), the new safeguarding and child death review partners, and the new Child Safeguarding Practice Review Panel in the transition from LSCBs and serious case reviews (SCRs) to a new system of multi-agency arrangements and local and national child safeguarding practice reviews. Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police area in the local authority area) will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Details of the new local arrangements must be published by the three safeguarding partners no later than 29 June 2019 and be in place no later than 29 September 2019. Until the new arrangements are in place, schools and colleges should continue to work in partnership with the LSCB and follow any relevant local arrangements

RELATED SAFEGUARDING POLICIES

This policy should be read alongside the following related policies which can all be found in the Red Button folder on the RBS U: Drive site -

- Anti-bullying Policy
- Appropriate Physical Contact in Dance Policy
- Behaviour Policy
- Child Welfare Policy
- FGM Policy
- Missing or Uncollected Students Policy
- Online Safety Strategy Policy
- Prevent Strategy Policy
- Restraint Policy
- Safe Recruitment Policy
- Sexual Violence and Sexual Harassment between students
- Staff Code of Conduct
- Staff ICT Acceptable Use Policy
- Student ICT Acceptable Use Policy
- Whistleblowing Policy
- Children Missing Education Protocol

INTRODUCTION

The safety and well-being of all students is the highest priority at The Royal Ballet School.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

This policy applies to all Staff, Governors and Volunteers and is reviewed annually by the Board of Governors. The policy is written in accordance with locally agreed inter-agency procedures.

The policy has been written with due regard to:

- Keeping Children Safe in Education (September 2018) (KCSIE)
- What to do if you're worried a child is being abused (March 2015)
- Working together to Safeguard Children (July 2018)
- Information sharing (July 2018)
- Prevent Duty Guidance for England and Wales (March 2015)
- The Prevent Duty : Departmental advice for Schools and childcare providers (June 2015)
- The use of social media for on- line radicalization (July 2015)
- Children Missing Education (September 2016)
- Sexting in Schools and colleges (August 2016)
- Sexual violence and sexual harassment between children in Schools and colleges (May 2018)
- The Human Rights Act 1998
- The Equality Act 2010

Any safeguarding and child protection concerns raised will be treated as a very serious matter and Staff, Governors and Volunteers are actively encouraged to speak up about any safeguarding concerns. The School will at all times pay due regard to the relevant guidance documents (and any updates) issued by the Department for Education (DfE) referred to above.

All relevant documentation can be found in the Red Button folder of the RBS U drive. This policy is also published on the School's website and Staff, Governors and Volunteers are issued with an up to date copy online. Any updates during the course of the year are also issued online.

Staff are also reminded to read the Staff Code of Conduct that sets out the expectations for a professional relationship between staff and students as well as paying particular attention to the Staff ICT Acceptable Use Policy and the Online Safety Strategy Policy. These are all available in the Red Button folder of the RBS U drive.

It is important that ALL staff, Governors and Volunteers remember that *'it could happen here'* and that safeguarding is everyone's responsibility. **Staff must always act in the best interests of the child.**

ROLES AND RESPONSIBILITIES

All Staff, Governors or Volunteers have a role to play in child protection: in particular, they should report any suspicion of, or evidence that, a student might be experiencing, or be at risk of, abuse, or be 'in need'. All concerns should be reported in accordance with this policy.

Responsibilities of the Governing Body

The Governing Body will ensure that the School's Safeguarding arrangements will operate the procedures of the relevant Local Safeguarding Children Board which includes understanding and reflecting the local protocols and the referral threshold documents.

Ms. Menna McGregor is the Nominated Safeguarding Governor. The Governing Body has nominated this member to take leadership of the School's safeguarding arrangements and to ensure that they reflect the requirements of Keeping Children Safe in Education (KCSIE), September 2018. All safeguarding referrals are reported anonymously to the Pastoral and Compliance Committee (PCC) on a termly basis. Any safeguarding referrals are reported to Ms. McGregor immediately and the Chair of Governors is also informed. The PCC committee reports on safeguarding and child protection matters to the main Board meeting every term and the Governing body formally approves the Safeguarding Policy once a year where it is agreed by the Chair of Governors. The annual safeguarding review also includes a review of the effectiveness of procedures and implementation and the School's contribution to inter-agency working.

Ongoing issues are delegated to the Pastoral and Compliance Committee.

The contact details for the DSLs and Independent Listeners are published at both School sites and in all boarding houses.

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

Responsibilities and role of the DSL: (See Appendix 1)

- To take lead responsibility for safeguarding and Child Protection
- To take lead responsibility for all aspects of eSafety
- To refer cases of suspected abuse to the relevant local authority children's social care as required
- To support staff who make referrals to local authority children's social care
- To refer cases to the Channel program where there is a radicalisation concern
- To support staff who make referrals to the Channel program
- To refer cases where a person is dismissed or left, due to risk of or harm to a child, to the Disclosure and Barring Service as required
- To refer cases where a crime may have been committed to the Police as required
- To keep a full and secure record of all child protection concerns
- To ensure that all staff receive appropriate training
- To keep staff appropriately informed about matters to do with child protection
- To make referrals to external agencies if necessary and to represent the School at child protection conferences
- To liaise with other professionals and agencies which support children.

Working with others:

- Liaise with the Artistic Director and the Academic & Pastoral Principal to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989
- To liaise with the 'case manager' and the designated officers at the relevant Local Authority for child protection concerns as required
- Meet monthly with all Deputy DSL's to discuss current issues and any changes to policies or procedures.
- 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.

The DSL is Mrs. Jill Tait-Harris, Assistant Principal (Pastoral & Welfare): 07766 162048

Ms. Joanne Millns (Housemistress) 07900 694021, Frances Rees (School Nurse, White Lodge) 020 8392 8459 and Mrs. Julie Dunn (Housemistress) 07909 211717, Mrs. Alison Wray (SEN/D Teacher) 07799 032047 have also been given the status and authority by the Artistic Director to act as a Deputy DSL.

The DSL is the member of the Senior Leadership Team with the responsibility for safeguarding and child protection. This responsibility is clearly outlined in the job description. The DSL has the appropriate status and authority within the School to carry out the duties of the post. Time, funding, training, resources and support are provided to enable the post holder to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so as well as to contribute to the assessment of children.

The Designated Safeguarding Lead and or a deputy is always available during School hours for staff to discuss safeguarding concerns. They will have, from training and experience, a complete view of the safeguarding environment and be the best person(s) to advise on a safeguarding concern.

Staff should be aware that whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, remains with the Designated Safeguarding Lead.

The School's records on child protection are kept locked and are separated from routine student records. Access is restricted to the DSLs and the Artistic Director.

INDUCTION AND TRAINING

Training in safeguarding and child protection is an important part of the induction process and every new member of Staff (plus any Volunteer, Governor or Contractor undertaking regulated activity) receives training on their responsibilities in being alert to the signs of abuse and bullying and on the correct child protection procedures. Safeguarding induction is managed online on the Safeguarding & Child Protection Induction page of the School website (the URL is emailed to all concerned by HR) which includes the Safeguarding policy and policies on Appropriate Physical Contact in Dance; Behaviour, Children Missing Education, Child Welfare; 'if a child tells' card; Restraint; Sexual Violence and Sexual Harassment between students, Staff Code of Conduct; Staff ICT acceptable use and Whistleblowing. All new staff are issued with Part 1 of KCSIE and Annex A and sign-off to confirm they have read both documents. In addition there are referral forms, a document that identifies the DSLs and other statutory guidance documentation. All inductees will be required to electronically sign off their understanding and acceptance of all documents. Any member of staff who may have difficulty with reading this material will be given the necessary assistance.

New Governors and Volunteers or Contractors in non-regulated activity will also be asked to read these documents online and they must sign off their understanding and acceptance of the contents.

Any updates to these documents will be issued online and all required parties will be asked to sign again to indicate that they have read and understood the updates. Updates usually occur annually or in response to changes to statutory or other guidance.

Staff and Volunteers or Contractors undertaking regulated activity are provided with (or required to undertake online if not available at Inset) Level 2 Child Protection training in line with LSCB advice. Safeguarding and child protection refresher training is included in every September Inset. A monthly safeguarding update is sent to all staff and governors from the DSL.

The DSL makes an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, Child Sexual Exploitation, Female Genital Mutilation, sexual violence and sexual harassment between students, cyberbullying and mental health to ensure that staff have the skills, knowledge and understanding to keep children in their care safe.

As of September 2016 the DSL and Deputy DSLs are trained every two years in Level 3 multi-agency approaches to child protection in line with LSCB advice. This training provides the DSL and deputies with the knowledge and skills required to carry out the role and to reflect the requirements of KCSIE.

In line with LSCB advice an additional Level 3 Safeguarding update course is undertaken by the DSL annually. The DSL also attends the LSCB Independent Schools Safeguarding briefing meetings bi-annually and other relevant training courses. These additional training opportunities ensure that the DSL is able to keep up with developments relevant to the role and to reflect the changes in KCSIE and other legislation.

Governors are required to undertake Level 2 Safeguarding training every three years (provided at a Board meeting or undertaken online) and an annual update provided during a Board Meeting. They will also be required to read the Safeguarding & Child Protection Induction webpage annually and must sign off their understanding and acceptance of its contents. Updates will be sent electronically. The Chair of Governors and the Nominated Safeguarding Governor will be trained to Level 3 at least every 2 years.

The DSL has undertaken Prevent Training for frontline staff in recognising, referring and responding to extremism and radicalisation. The Deputy DSLs, SLT, House Staff, Section Heads and Level 3 trained staff have also completed the online general awareness training module on Channel. All staff have undertaken Prevent training and they are issued with the Prevent Strategy Policy via the Safeguarding & Child Protection Induction webpage. It is also available in the Red Button folder of the RBS U drive.

Regular updates are given at staff briefings on both sites (and followed up by email) on matters relating to Safeguarding and Child Protection. Many of these updates include information passed on from the LSCB. In addition mechanisms are in place using email to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively and to reflect the requirements of KCSIE.

Safeguarding and Child Protection update training is provided at every September Inset.

All teaching supply staff must have current Level 2 Child Protection Training. They are also sent a link to the Safeguarding & Child Protection Induction webpage on arrival and asked to sign to indicate understanding and acceptance of the School specific requirements outlined in the School policies.

DEALING WITH A DISCLOSURE

Any student disclosing abuse to a member of staff must be listened to carefully and sensitively. The member of staff should follow the guidance on the "...if a child tells..." card and bear in mind especially that:

- Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- They should not probe or ask for more information than that which is offered and should take care not to ask 'leading' questions
- An immediate handwritten record in pen must be made of what has been said, using the student's actual words wherever possible: this must be a record of fact not of opinion. The record should be signed, dated and marked with a cross to indicate where the account ended on the page. The Cause for Concern Form can be used but is not essential

The student should be reassured that they are right to tell and the next steps should be explained. It is important not to jump to conclusions nor speculate or accuse anybody

- The DSL will decide whether or not the issue should be referred to the relevant outside agencies, in line with local referral thresholds. (The failure to make such a report might be construed as neglect of care, which might, of itself, constitute abuse). The DSL will not, however, investigate the issue to determine and identify 'actual child abuse' as this is the role of the LSCB
- The member of staff should record in writing the fact that such a report has been made: this is for the protection of the member of staff concerned. ALL staff must remember that if the relevant senior staff are not available it is their responsibility to make a direct referral to Social Care (see contact details at end of document).
- In circumstances where a crime may have been committed the matter should be reported to the Police.

Advice as to how best to deal pastorally with a student making such an allegation should be discussed with the DSL and additional guidance can be found in the '[What to do if you're worried a child is being abused](#)' publication available in the Red Button folder of the RBS U drive and on the Safeguarding & Child Protection Induction webpage.

PROCEDURES FOR REPORTING ABUSE

Staff (henceforward this includes Governors and Volunteers or Contractors in regulated or non-regulated activity) must report any concerns. The School does not require parental consent before making a referral to a statutory agency.

The School uses an electronic platform called MyConcern to record and monitor any concerns. All staff have logins to the system which is linked to the School MIS platform, iSAMS, for student data. The DSL (and deputies) are able to see all concerns and can invite other members of staff to join teams to investigate and bring to a conclusion any concern. The system provides an electronic record of all concerns with a detailed audit trail that can be used in any referral.

For Governors and volunteers who do not have access to MyConcern they can raise a concern using the 'Cause for Concern' form that can be found Red Button folder of the RBS U drive and on the Safeguarding & Child Protection Induction webpage. The concern should be entered to MyConcern at the earliest possible opportunity so that the School has a complete record for each student.

If a member of staff believes a concern requires immediate attention they should seek out the DSL (or deputy) before inputting to MyConcern or completing a 'Cause for Concern' form.

Reporting a child in immediate danger or at risk of harm (section 47)

Where there is a need to protect a child because they may be being harmed or at risk of significant harm, a referral should be made **to children's social care and or the Police immediately on 999**. Anyone can make a referral in these circumstances. In such circumstances the DSL should be informed as soon as possible if the referral is made by someone else.

See the contact details listed at the front of this policy.

Reporting a concern about a child (section 17)

If staff members have a **concern** about a student they should report to the DSL, via MyConcern, as soon as possible. A course of action can then be agreed with the DSL. These could include managing through the School's pastoral support process, an early help assessment or a referral to statutory services.

If a staff member makes a referral direct to Children's social care the DSL should be informed as soon as possible.

See the contact details listed at the front of this policy.

General Guidance on making a referral

Before making a referral staff should make sure that they have the child's relevant details including name, date of birth, home address, School address, name of parents and clear details of the concern.

All verbal referrals must be followed up by a written referral within 24 hours.

The relevant Local Authority LSCB should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. If that information is not forthcoming the referrer should follow this up. In all cases of referral a should be recorded on MyConcern and be completed as soon as possible as a record. All discussions, decisions made and the reasons for these decisions should be recorded.

Where a concern is flagged up, the DSL will liaise closely with other services such as children's social care. Where required a multi-agency approach will be adopted through contacting the **Richmond and Kingston SPA** (White Lodge) or the **Hammersmith & Fulham, Kensington & Chelsea and Westminster 'Front Door'** (Upper School). This may lead to an Early Help Assessment which will identify a young person's needs and the services that will be required to address those needs.

If after referral the child's situation does not appear to be improving the DSL (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly so that the child's situation improves.

The School pays particular attention to the Multi-agency Threshold Document (Richmond LSCB) and The Thresholds of Needs Guide (Hammersmith & Fulham, Kensington and Chelsea and City of Westminster LSCB) when judging the level of individual need and making referrals to children's services.

Information Sharing and Data Protection Legislation

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers (2018) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR).

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

DEALING WITH ALLEGATIONS AGAINST STUDENTS If staff suspect that there is, or has been, a case of peer on peer abuse it should be reported, via MyConcern, to the Assistant Principal Pastoral and Welfare (AAPW) and an Anti-bullying record form should be completed.

In cases where allegations of abuse or assault have been made against one or more students all students involved, whether perpetrator or victim, are considered to be at risk and a thorough risk-assessment of the situation (taking into account the views of relevant statutory authorities, where appropriate) will be undertaken to ensure the safety of all students. In such circumstances the School will ensure that both the victims and perpetrators receive additional support. Where it is appropriate it may be necessary to remove a student from the School for a period of time, or from particular classes, change sleeping arrangements for boarders, prevent contact between individuals or provide counselling – this list is illustrative rather than exhaustive. As in all safeguarding issues detailed records will be kept of conversations, meetings and communications.

Peer on peer abuse

See also policy on sexual harassment and sexual violence between students

This may include, but is not limited to bullying (including cyber bullying), gender based violence/sexual violence and harassment and sexting. When supervising students, staff should be vigilant and alert to inappropriate student relationships and to the signs of peer on peer abuse. Staff must recognise that abuse is abuse and should never be tolerated or passed off as ‘banter’ or ‘part of ‘growing up’.

Staff should also be aware of the many different gender issues that can be prevalent when dealing with peer on peer abuse. This could include, for example, students being sexually touched or sexually assaulted or being subject to initiation or hazing type violence.

To minimise the likelihood of peer on peer abuse staff should encourage students to foster positive relationships in School through the House and tutor system, assemblies, PSHE and tutorial programmes and the various mentor systems in place, amongst others. Staff should maintain positive, open and supportive relationships with students where they encourage students to speak out if they are worried about anything.

Victims of peer on peer abuse should be supported through the House and tutor systems, counselling provision and the broader healthcare teams. Any student involved in peer on peer abuse will be dealt with under this policy and/ or the School’s Anti-bullying Policy. In cases of peer on peer abuse the School will seek advice from statutory agencies, as, appropriate and will make a referral if an incident meets the referral threshold set by the relevant LSCB. If a child is in immediate danger or is at risk of harm, an immediate referral to children’s social care and/or the police will be made.

DEALING WITH ALLEGATIONS AGAINST STAFF

The School works closely with the relevant Local Safeguarding Children Board (LSCB) and reports any child welfare concerns to the team within 24 hours. The first point of contact is the Designated Officer (formerly referred to as the LADO).

The following reporting procedures should be followed in the event of an allegation of abuse against:

1. A member of Staff, Governor, Volunteer or Contractor: this must be reported to the Academic & Pastoral Principal and the Artistic Director directly or through the DSL. In all cases where School Staff, Governors or Volunteers or Contractors are believed to have been involved in abuse the Academic & Pastoral Principal and Artistic Director must be informed, unless they are believed to have been involved, in which case the procedure below will be followed.
2. The DSL or Academic & Pastoral Principal: this must be reported to the Artistic Director.
3. The Artistic Director: this must be reported to the Chair of Governors and the Nominated Safeguarding Governor and will be reported without informing the Artistic Director.
4. In all situations covered in points 2, 3 and 4 above the Safeguarding Governor and the Chair of Governors will be informed.
5. In the event that an allegation is made against a member of the School boarding staff, alternative accommodation will be provided away from boarders. Immediate contact will be made with the Designated Officer to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action, including any involvement of the Police. Detailed records should be kept of discussions and any communication with both the individual and the parents of the student/students.
6. The decision on whether suspension is appropriate or whether alternative arrangements can be made should be considered. The School will give weight to the view of the Designated Officer when making such a decision about suspension.
7. There are restrictions on the reporting and publishing of allegations against teachers and so every effort should be made to maintain confidentiality and guard against unwarranted publicity in such an event. These restrictions apply up to the point where the accused is charged with an offence, or the DfE / Teaching Regulation Agency (TRA) publish information about an investigation or decision in a disciplinary case.

Further details relating to the further action taken by the School when dealing with such allegations can be found in the Staff Code of Conduct and Employment Handbook.

The School complies with the legal duty to make a referral to the DBS of anyone who has harmed, or poses a risk of harm, to a child; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been had they not left. Referrals to the DBS are made as soon as possible after the resignation or removal of the individual.

Where appropriate, consideration will be given to making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed or would have been dismissed (had he or she not left earlier) and a prohibition order may be appropriate because of unacceptable professional conduct or conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

The School is committed to creating an atmosphere of openness and accountability – *see the Whistleblowing Policy.*

The Whistleblowing Policy should be used to raise concerns about poor or unsafe safeguarding practices at the School or the potential failures by the School or its staff to properly safeguard the welfare of students.

Contact details for the NSPCC Whistleblowing helpline are given above and in the Whistleblowing Policy (in the Red Button folder of the RBS Compliance U:Drive)

EARLY HELP

Early help means providing support to a child as soon as a problem emerges. It is more effective in promoting the welfare of children than reacting later and it can also prevent concerns escalating. It relies on local agencies working together to identify children and families who would benefit from early help, undertake an assessment of their need and provide services to address the needs of the child, with the aim of significantly improving the outcomes for the child.

All staff have a role to play in identifying emerging problems and they should discuss these in the first instance with the DSL. 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, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child

Once emerging problems have been identified they can be shared with other professionals to support early identification and assessment. In some cases staff may be asked to act as the lead professional in undertaking an early help assessment.

The School contributes to inter-agency working in accordance with the relevant Local Safeguarding Children Board (LSCB). This may be, for example, through a coordinated offer of early help through MASH (Multi-Agency Safeguarding Hub), the CAF (Common Assessment Framework) or TAC (Team around the Child) and involvement with other inter-agency working.

The child's wishes

Where there is a safeguarding concern the child's wishes and feelings should always be taken into account when determining what action to take and what services to provide. All actions should be undertaken with the best interests of the child at their heart.

SAFER EMPLOYMENT PRACTICE

The Royal Ballet School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of Staff, Governors, Volunteers and Contractors undertaking regulated or non-regulated activity, and resident family members (over 16 years of age) of staff who live on site, are subject to the relevant checks – see *the Safe Recruitment Policy*.

CATEGORIES AND INDICATORS OF CHILD 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, or in institution 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.

Child abuse may take many forms but is usually divided in the following four categories. Some possible indicators are listed. The presence of a single indicator is not necessarily evidence of abuse; usually several indicators will be present, BUT, all concerns should be reported to the DSL using the Cause for Concern Form or email. Emotional abuse is present in all forms of abuse but can occur in isolation. In addition staff should be alert to the specific concerns raised in Annex A of KCSIE (September 2018) of Peer on Peer Abuse, Children Missing from Education Honour Based Violence, Child Sexual

Exploitation, FGM and Forced Marriage and Radicalisation and Extremism – see notes below.

Physical Abuse (includes fabricated & induced illness)		Sexual Abuse (includes grooming a child in preparation for abuse, possibly online; consideration must also be given to women and other children who also sexually assault)	
<i>Physical indicators</i>	<i>Behavioural indicators</i>	<i>Physical indicators</i>	<i>Behavioural indicators</i>
<p>Unexpected bruises, welts, lacerations or abrasions:</p> <ul style="list-style-type: none"> • On face, lips, mouth, torso, back, buttocks, thighs • In various stages of healing • Clustering forming regular patterns • Reflecting shape of article used, e.g. belt, buckle • On several different surface areas • Regularly appear after absence, weekend, or holiday • Bite marks or fingernail marks • Cigar or cigarette burns especially on soles, buttocks, palms or back • Immersion' burns • Patterns like electrical burner, iron etc. • Rope burns on arms, legs, neck or torso <p>Unexplained fractures:</p> <ul style="list-style-type: none"> • To skull, nose, facial structure • In various stages of healing • Multiple of spiral fracture 	<ul style="list-style-type: none"> • Flinching when approached or touched • Reluctance to change clothes • Wary of adult contacts • Difficult to comfort • Apprehension when other children cry • Crying or irritability • Frightened of parents • Afraid to go home • Rebelliousness in adolescence • Reported injury caused by parents • Behavioural extremes - aggressiveness, withdrawal, impulsiveness • Regression or childish behaviour • Apathy or depression • Poor peer relationships • Neglect • Panic in response to pain 	<ul style="list-style-type: none"> • Difficulty in walking, sitting down • Stained or bloody underclothing • Pain or itching in genital area • Bruising, bleeding, injury to external genitalia, vaginal and/or anal areas • Vaginal discharge • Bed-wetting • Excessive crying • Sickness 	<ul style="list-style-type: none"> • Inappropriate sexual behaviour or knowledge for the child's age or promiscuity • Sudden change in behaviour • Running away from home • Wary of adults • Avoidance of touch • Reporting of assault • Substance abuse • Emotional withdrawal • Over-compliance with requests of others • Frequent complaints of unexplained abdominal pains • Eating problems • Sleep disturbances • Poor peer relationships • Possessing money or 'gifts' that cannot be adequately accounted for • Inappropriately sexually explicit drawings or stories • Enuresis or soiling, especially at the end of the School day • Frequent non-attendance • Avoidance of School medical examination

Emotional Abuse (includes silencing children or making fun of them as well as serious bullying & cyberbullying)		Neglect (includes excluding a child from home or abandonment as well as failing to ensure adequate supervision)	
<i>Physical indicators</i>	<i>Behavioural indicators</i>	<i>Physical indicators</i>	<i>Behavioural indicators</i>
<ul style="list-style-type: none"> • Failure to thrive • Delays in physical development or progress 	<ul style="list-style-type: none"> • Sucking, biting, rocking • Anti-social, destructive • Sleep disorders, inhibition of play • Compliant, passive, aggressive, demanding • Inappropriately adult or infant • Impairment of intellectual, emotional, social or behavioural development 	<ul style="list-style-type: none"> • Consistent hunger • Poor hygiene • Inappropriate dress • Consistent lack of supervision, especially in dangerous activities for long periods. • Unattended physical problems or medical needs • Abandonment 	<ul style="list-style-type: none"> • Begging • Stealing food • Constant fatigue, listlessness • Poor relationships with care-giver • Frequent delays in picking child up from playground or School

SPECIFIC SAFEGUARDING ISSUES

Staff should always be aware that behaviour linked to drug taking, alcohol abuse, truanting and sexting can put children in danger.

CHILDREN MISSING EDUCATION

Staff should be aware that children missing School may be an indicator of child abuse or neglect. All absences must be recorded and regular absence (10 days or more without the School's permission) be reported to the relevant Local Authority. The School complies with the requirements of Children Missing Education (September 2016) – See Children Missing Education Protocol on the U drive.

DOMESTIC ABUSE

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

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

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

'HONOUR' BASED VIOLENCE

So-called 'Honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

Staff should be aware that all forms of so called HBV are abuse (regardless of the motivation) and they should be handled and reported as such. **The only exception is where FGM has taken place and there is a MANDATORY REPORTING DUTY placed on teachers to report this type of abuse personally to the Police - see the School policy on Female Genital Mutilation which can be found in the Red Button folder on the U: Drive.**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found in the *Multi-Agency Statutory Guidance on FGM* and the *Multi-agency guidelines: handling cases of forced marriage* – both of these documents can be found in the Red Button folder on the U: Drive.

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.

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

Staff should be aware of the following signs and indicators for CSE:

Children who:

- Associate with other young people involved in exploitation
- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections or become pregnant
- Suffer from changes in emotional well-being
- Misuse drugs and alcohol
- Go missing for periods of time
- Miss School or education or do not take part in education
- Appear with unexplained gifts or new possessions.

CHILD CRIMINAL EXPLOITATION: COUNTY LINES

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

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

RADICALISATION AND EXTREMISM

The School's procedures for preventing students being drawn into radicalisation or extremism can be found in the *Prevent Policy* and the *Online Safety Strategy Policy* which can be found in the Red Button folder of the RBS U drive.

KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)

This Statutory Guidance was updated in September 2018. The summary of this Guidance is provided to all staff on the Safeguarding & Child Protection Induction webpage and is also published in the Red Button folder of the U drive. All staff are required to have read and understood at least Part 1 and Annex A 'Further information', of KCSIE, September 2018. They are also required to have signed to confirm that they have read and understood it.

The key messages are that staff should pay particular attention to:

- specific safeguarding issues that might not have been explicit in the past. These topics include Peer on Peer Abuse, Honor-based Violence and Sexual Violence and Sexual Harassment
- understanding the additional safeguarding vulnerabilities of learners with SEN and disabilities, and how these barriers can be overcome
- the importance of early help and that staff need to be able to identify and monitor learners who need this level of support
- the role of the DSL and deputies
- the importance of implementing a robust system of filtering and monitoring of the School

- network to protect against online dangers
- that Governors should ensure that children are being taught about safeguarding as part of a broad and balanced curriculum.

VULNERABLE STUDENTS

It is of key importance that staff recognise that children with SEN and disabilities are more likely to be abused or neglected and that they can face additional safeguarding challenges. Staff should be sensitive to indicators of possible abuse such as changes in behaviour and mood. Such indicators should never be dismissed because of the child's disability without further exploration. Likewise it is important to recognise that students with SEN can be disproportionately impacted by bullying, without showing any signs of it.

Staff should support individual children 'in need' such as those with learning difficulties (SEN), family problems and medical or health problems etc. through the use of the School's pastoral system, Individual Welfare Plans and so on. Please report any concerns regarding a child to the relevant member of the pastoral team ASAP e.g. House staff, Nurse, Physiotherapist, APPW etc.

Staff should familiarise themselves with the SEN and EAL registers (and updates) and raise any specific concerns that they have with the pastoral staff. All Staff should be alert to flagging any concerns relating to families and medical and health problems.

RAISING AWARENESS OF SAFEGUARDING ISSUES WITH STUDENTS

The School provides age appropriate training for all students in safeguarding & child protection issues at the start of each School year. This includes the discussion of the key policies such as the Online Safety Strategy, ICT Acceptable Use Policy for Students, the Anti-bullying Policy and building resilience to extremism and radicalisation. See also the Prevent Policy and the 'Worried About' notices.

The PSHE Programme at White Lodge and the Tutor Programme at Upper School ensure that students are taught about safeguarding, including topics such as healthy and respectful relationships, how to stay safe online and other wider safeguarding issues. It is also an integral part of the Student induction process as well as ongoing education throughout the year which includes the assembly programme.

The School's PSHE and tutoring programs encourage students to engage in discussion and an opportunity to talk issues through. It ensures that students are aware of how to raise concerns about themselves or their friends.

SAFEGUARDING ISSUES SPECIFIC TO THE ROYAL BALLET SCHOOL

The Royal Ballet School is aware of specific risks faced by our students in respect to Safeguarding, many of which arise from the high profile nature of the School, the students' participation in public performances and the physical nature of the artistic training. Staff and students are aware of specific guidance contained in the Appropriate Physical Contact in Dance Policy. Where students are engaged in one to one teaching staff must be mindful of this and ensure that they follow the practices outlined in the Staff Code of Conduct. Staff are required to be vigilant in all aspects of School life and to raise any concerns with the DSL immediately.

The student induction process is age-appropriate and specifically focused on ensuring our students are aware of potential safeguarding issues and these are reinforced by staff. At Upper School additional concerns such as the need to travel in and around London in groups and the risks attached to living in a large capital city are also included. Further details are provided in the Boarding Handbooks. Students of all ages are required to comply with the ICT Acceptable Use Policy for Students.

The School takes extremely seriously the need for adequate supervision by School Staff and Licensed Chaperones during rehearsals, performances and whilst travelling.

The Boarding Environment

Whilst the School accepts that students may develop peer relationships whilst at School they are required to abide by the Relationship Policy. Boarding Staff are required to be alert to any signs of peer on peer abuse and to report it immediately following the procedures listed above.

STAFF CODE OF CONDUCT

All staff must ensure that they are familiar with the Staff Code of Conduct (summarised on the Red Card) and abide by the expectations of the School in regard to acceptable professional behaviour and their relationship with students. Staff with any concerns about the behaviour of students towards them should make use of the self-referral form in the Red Button folder of the RBS Compliance U:Drive *See also section on Allegations against Staff above.*

VISITING SPEAKERS

Any member of staff who invites an external speaker or guest teacher to the School must vet the speaker by means of Google and other relevant internet searches to check for any possible concerns about radical or extremist views. The checks are recorded with HR who keep a log of these checks.

All speakers must be supervised at all times. Should a speaker raise topics that support or espouse radical, extremist or other unsuitable views then the member of staff should ask the speaker to stop and escort them from the premises. In such cases appropriate follow-up discussions should be held with students to help them understand the concerns about the spread of radicalisation and extremism.

Any visiting speaker invited by a student would first be vetted by a member of staff and subject to the same supervision as outlined above – See the Prevent Policy for further details relating to radicalisation and extremism.

APPENDIX 1

ANNEX A: TYPES OF ABUSE AND NEGLECT

All School and college 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.

Abuse: 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 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 by 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. 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.

ANNEX B: ROLE OF THE DESIGNATED SAFEGUARDING LEAD

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the School or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the School to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual Schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

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

Manage referrals

The designated safeguarding lead is expected to:

- 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.

Work with others

- Liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the “case manager” (as per Part four) 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.

Undertake training

The designated safeguarding lead (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 designated safeguarding lead 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 designated safeguarding leads, 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 or college’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;¹
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the School or college 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;

¹ **Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.**

- 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.

Raise Awareness

- The designated safeguarding lead 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
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- 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.

ANNEX C: AVAILABILITY

- During term time the designated safeguarding lead (or a deputy) should always be available (during School hours) for staff in the School to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for the Schools and DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- During School holiday's safeguarding concerns should be raised with the Local Safeguarding Children Board (LSCB) where the students reside. Concerns raised during the holidays will only be actioned in the week preceding the start of term.

It is a matter for individual Schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any absences.