



## The Tiffin Girls' School

### SAFEGUARDING POLICY

*Rewritten November 2024*

#### KEY INFORMATION

If staff have a concern for the safety or well-being of a child:

- They must log this through our safeguarding portal: My Concern. There is a link to the portal on all desktop computers at school.
- If staff are away from a desktop they can make a referral by emailing the safeguarding team through [DSL@tiffingirls.org](mailto:DSL@tiffingirls.org). In the referral they should include the following information: What happened? Where did it happen? Who was involved? When did it take place?

If you are not a member of staff and you have a concern for the safety or well-being of a child you should email [DSL@tiffingirls.org](mailto:DSL@tiffingirls.org) or phone the school to speak to a member of the safeguarding team.

If a child is in immediate danger, or is suffering or likely to suffer significant harm Call the police on **999**.

**Anyone** can make a referral to children's services if a child is suffering or likely to suffer significant harm. Usually, the DSL or deputy makes the referral.

For children's services' contact details, **click here**. If you make a direct referral, you will update the DSL or a Deputy DSL as soon as is practically possible.

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## Introduction

1. The Tiffin Girls' School has a duty to keep children safe. This includes how we protect children from experiencing harm and how we should respond when we suspect or confirm that a child is being harmed.
2. As per KCSIE 2024, 'all practitioners should make sure their approach is child centred. Considering at all times what is in the best interests of the child' and that 'it could happen here.'
3. All staff and Governors believe and are committed to the school providing a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child.
4. Adults in our school know that keeping children safe is everybody's responsibility and that all children, regardless of age, gender, culture, language, race, ability, sexual identity, religion or lack of religion have equal rights to protection and opportunities.
5. We aim to make sure that:
  - The school has a clear process in place, that is shared with and followed by all members of the school community, when there is a safeguarding concern.
  - Our staff are well trained to recognise the signs of abuse, neglect and exploitation, such that they understand what their responsibilities are and how they should respond when they identify a concern.
  - Our staff act and behave in a way that protects children from risk of harm
  - We keep track of children known or thought to be at risk of harm.
  - We communicate well with all those involved when there is a concern about a child, including parents/carers, other children, staff and agencies. This includes sharing information quickly and appropriately with external agencies, such as the police and children's services, to get children the support and help they need in good time.

## The law (legislation) and statutory guidance

6. In addition to KRSCP's arrangements and the London Child Protection Procedures and Practice Guidance, The Tiffin Girls' School also follows the laws and statutory guidance below:
  - Keeping children safe in education 2024, from now on referred to as KCSIE, sets out the legal duties all schools must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges. We extend our duties under KCSIE to include all students who are on roll regardless of age.
  - Working Together to Safeguard Children 2023 guidance produced by the government states how practitioners, such as teachers, social workers, the police and health professionals working with children and families should work together to make sure that children and young people remain safe from harm.
  - Education Act 2002, section 175
  - The Children Act 1989 is the main source of child safety law for England and Wales. The Act gives the basis for most of children's services' duties and responsibilities towards children and their families. It also provides the legal framework for the child protection system. The 2004 amendment is used alongside the Act.

- The Children Act 1989 Care Planning, Placement and Case Review sets out what responsibilities education settings have for children looked after by the local authority.
  - The Human Rights Act 1998 sets out the core rights and freedoms that everyone in the UK is entitled to and contains the Articles and protocols of the European Convention on Human Rights (the Convention) that apply in the UK. Experiencing harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of these rights.
  - The Equality Act 2010 states that schools and colleges must not unlawfully discriminate against children because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (called protected characteristics). Therefore, we can take positive action to deal with disadvantages affecting our children with protected characteristics to make sure their needs are met. The Equality Act 2010: advice for schools advises us further.
  - The Public Sector Equality Duty (PSED) states that we have to be mindful of the need to eliminate unlawful discrimination, harassment and victimisation. Some children may be more at risk of harm from specific issues such as sexual violence, homophobic, biphobic or transphobic bullying, or racial discrimination. It is important to make sure we foster good relations between those who share a protected characteristic and those who do not, and work to make sure children have equal opportunities. We give specific attention to this duty when we write our policies or make any decisions about how our school is run.
  - Online Safety Act 2023 is a new set of laws that protect children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms.
7. More legislation is covered throughout this policy in their relevant sections. Some government guidance is not statutory - instead it supports practitioners, like school staff, in the decisions we make to keep children safe. Where possible, links to non-statutory guidance have been included in the relevant sections.

## Definitions

8. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- providing help and support to meet the needs of children as soon as problems emerge
  - protecting children from maltreatment, whether that is within or outside the home, including online
  - preventing the impairment of children's mental and physical health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes

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

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, and in either a paid or voluntary capacity. This includes, but is not limited to, employed staff, contractors, volunteers, governors, supply staff and self-employed staff.

We will make sure that external providers who let school facilities have appropriate safeguarding measures in place. Their staff are expected to operate within the safeguarding framework of this policy. See 'Lettings and off-site arrangements' for further details.

**Child** means anyone under the age of 18. We extend our safeguarding protocols to all students regardless of age. However, support from outside agencies may differ according to the age of the child.

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

**Statutory** means what has been decided or is controlled by the law. **Statutory guidance** tells us what schools and local authorities must do to follow the law.

**The local safeguarding partnership** has three safeguarding partners:

- (i) the chief officer of police for an area falling within the local authority (police)
- (ii) the local authority (children’s services), and
- (iii) the Integrated Care Board for an area within the local authority (health)

9. In Kingston and Richmond, the local safeguarding partnership (KRSCP) considers education as the fourth safeguarding partner. Partners work together to identify the safeguarding needs of the local area and come up with a joint response to address them. Wherever local safeguarding arrangements are referred to in this policy, they mean the arrangements agreed and published by KRSCP or the London Child Protection Procedures and Practice Guidance.

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

### Key personnel

<p>Designated: Safeguarding lead (DSL) Teacher for children looked after Teacher for young carers Police school safety officer</p> <p>Keith Batchelor</p> <p>Contact details <a href="mailto:DSL@tiffingirls.org">DSL@tiffingirls.org</a> <a href="mailto:k.batchelor@tiffingirls.org">k.batchelor@tiffingirls.org</a></p>	<p>Deputy designated safeguarding lead/s</p> <p>Kathy Kilpatrick Emma Kilburn Dickon Hares Rachel Smith</p> <p>Contact details <a href="mailto:DSL@tiffingirls.org">DSL@tiffingirls.org</a></p>
<p>Chair of Governors</p> <p>Sarah Beeching</p> <p>Contact details <a href="mailto:chair@tiffingirls.org">chair@tiffingirls.org</a></p>	<p>Designated Governors for safeguarding/child protection</p> <p>Kate Bevan and Sthen Wiseman</p> <p>Contact details via: <a href="mailto:governance@tiffingirls.org">governance@tiffingirls.org</a></p>

Special educational needs and disabilities Coordinator (SENDCo)  Alka Yadav Contact details a.yadav@tiffingirls.org	
Designated teacher for Children Looked After  Designated governor(s) for Children Looked After	Keith Batchelor  Kate Bevan

### Children's services:

Achieving for Children (AfC) single point of access (SPA)

11. Anyone can tell SPA about a child, young person or parent/carer who needs support in the boroughs of Kingston and Richmond. This could be a concern about how the child is developing, issues that the parent or carer is experiencing, or you suspect a child is being neglected or subjected to physical, sexual, or emotional abuse.

SPA can be contacted on the Single Point of Access (SPA) website.

If a child is in **immediate danger**, the police should be contacted on 999.

If it is not an emergency, but there is a concern that a child is at risk, SPA should be contacted by phone on 020 8547 5008. If it is outside of office hours and urgent, the SPA duty social worker can be spoken to on 020 8770 5000.

If a child needs support in the boroughs of:

Hounslow - 020 8583 6600

Merton - 020 8545 4226

Surrey - 0300 470 9100

12. This government website will help identify which local council to report child abuse to and their contact details: Report child abuse to a local council - GOV.UK

### Local authority designated officer (LADO)

13. Every local authority has a legal responsibility to appoint a LADO who is responsible for organising the response to concerns/allegations that an adult who works with children may have caused them or could cause them harm. They will be informed within one working day of any allegations that come to our attention. The LADO will give advice and guidance to employers, such as the headteacher and the chair of governors, to make sure that any allegation is dealt with fairly and quickly, ensuring that the child is protected effectively.

The LADO can be contacted by:

Email: [LADO@achievingforchildren.org.uk](mailto:LADO@achievingforchildren.org.uk)

Telephone: 07774 332675

Online: [Submit LADO referral form](#)

## **Roles and responsibilities**

- 14.** Everybody in our school has a responsibility for safeguarding. Some members of our school have specific safeguarding responsibilities.

### The Governing Board

- 15.** The [Academy trust governance guide](#) sets out the roles, responsibilities and legal duties for governing boards.
- Safeguarding, and the child's best interests, wishes and feelings, are considered in everything the school does. Everyone at the school is involved in the whole school approach to safeguarding and online safety is a theme throughout.
  - The school's policies, procedures and training follow the local safeguarding partnership arrangements and the law, including the school's duties under the Human Rights Act 1998, Data Protection Act 2018 and Equality Act 2010.
  - The school's leadership team are held to account for the school's safeguarding arrangements.
  - Safeguarding is a standing item on the agenda for governor meetings.
  - The appointed Designated Safeguarding Lead (DSL) is given the additional time, funding, training, resources and support needed to carry out the role effectively.
  - An experienced governor takes leadership responsibility for the school's safeguarding arrangements (known as the safeguarding link governor).
  - There is an appointed designated teacher for looked after children who is appropriately trained.
  - The board takes into account children who are more at risk of harm and any barriers that can make it difficult to recognise abuse and/or neglect, for example children with special educational needs and disabilities (SEND).
  - Child protection files are maintained as set out in Annex C of KCSIE.
  - The school adds to multi-agency working and shares information appropriately and in a timely manner.
  - All staff receive regular safeguarding information, updates and in-depth training.
  - Staff sign to say they have read the appropriate part of KCSIE. Governors/ sign to say they have read and understood KCSIE and this policy.
  - Children are taught about keeping safe, including when online.
  - The board does all that they reasonably can to limit children's exposure to online risks from the school's online IT systems and assign a member of the senior leadership team and a governor to ensure standards are met.
  - Appropriate safer recruitment processes and procedures are in place.
  - Procedures are in place to identify and address children absent from education, including persistent absence, and when safeguarding concerns coincide.
  - There are procedures for reporting and managing safeguarding concerns about adults who work for the school. The chair of governors will manage any allegations against the headteacher.
  - There are effective safeguarding arrangements for when the site is being hired/let.
  - All members of the governing board receive safeguarding training at induction, which is updated annually.

### The safeguarding link governors

- They meet with the DSL and visit the school regularly asking questions that allow them to monitor how the school's safeguarding policies and procedures are being put into practice.

- Each year, they are part of the annual safeguarding audit, led by the DSL and headteacher, and make sure it is submitted to the KRSCP.
- They are the governing board's safeguarding specialists, feeding back their findings following school visits and meetings with the DSL.
- They attend appropriate training that guides them in how to monitor and progress any areas of weakness in the school's safeguarding arrangements.
- They keep up to date with the KRSCP's safeguarding arrangements and guidance.

### The Headteacher

- This policy and other safeguarding related policies and procedures (such as the staff behaviour policy) are shared at induction, understood by all staff, including temporary staff and volunteers, and are being followed at all times.
- Staff receive safeguarding training that is updated regularly.
- Parents and carers are aware of this policy and where they can access a copy.
- The DSL is given the additional time, funding, training, resources, and support needed to carry out the role effectively and there is cover by an equivalently trained deputy if the DSL is absent.
- Visitors are appropriately supervised or escorted, where necessary.
- Systems are in place for children to express their views and give feedback, which are used to inform the whole school approach to safeguarding.
- They become the 'case manager' when an allegation is raised about a member of staff and make the final decision regarding all low-level concerns.
- There are enough staff per child (staff ratios), where relevant and applicable.
- Appropriate arrangements are put in place for the supervision of staff who have contact with children and families.

### The Designated Safeguarding Lead (DSL)

16. The DSL has the lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place). The DSL is a senior member of staff from our school's leadership team. The Tiffin Girls' School has Deputy DSLs to support the DSL in their role. While the DSL may hand over some activities to a deputy, the DSL will always have the ultimate responsibility for keeping children safe.
17. The full responsibilities of the DSL and the Deputy DSL(s) are listed in their job descriptions. The DSL's responsibilities include, but are not limited to:
  - Reading and following KCSIE.
  - Always being available during school hours for staff to discuss any safeguarding concerns, or arrange appropriate cover for any out of hours or out of term activities.
  - Working together with all staff to understand the whole picture when there are safeguarding concerns, providing them with advice, support and expertise.
  - Contributing to the assessment of children, including taking part and/or supporting staff to take part in strategy discussions and meetings between multiple agencies.
  - Working together with and supporting parents/carers and families who may be facing challenging circumstances and, when there are safeguarding concerns, making parents/carers aware of the school's role in making referrals about suspected abuse, neglect and exploitation.
  - Understanding the importance of sharing information, including making appropriate referrals to relevant agencies (for example, children's services, the police, the Channel Programme and/or the Disclosure and Barring Service (DBS)) and supporting staff who make referrals directly.
  - Understanding and following AfC's and KRSCP's safeguarding procedures, in addition to attending the termly DSL forums provided by KRSCP to ensure they are acting in line with the local safeguarding arrangements.
  - Keeping the headteacher up to date with safeguarding issues.



- Having the lead responsibility for online safety, including oversight and checking the effectiveness of the school's filtering and monitoring systems and their reports.
- Being aware of the requirement for children to have an Appropriate Adult, as described in PACE Code C 2019.
- Working with the 'case manager' and LADO for child protection concerns that involve a staff member.
- Making sure child protection files are up to date
- Making sure that all staff have access to this policy (and the wider safeguarding procedures), the policy is available publicly and reviewed annually.
- Making sure that all adults who work in or for the school have an adequate and appropriate safeguarding induction, regularly updated safeguarding training and annually sign to say they have read the relevant part of KCSIE.
- Working alongside the governing board and headteacher to review and update procedures and how they are being implemented, including jointly completing and submitting an annual safeguarding self-audit to KRSCP.
- Promoting the educational outcomes of children who have or had a social worker, by sharing appropriate child protection information with the teacher and leaders.
- Encouraging a culture of listening to children, taking into account their wishes and feelings when any plans are put in place to protect them.
- Capturing low level concerns on the school's system

#### The Deputy Designated Safeguarding Leads

- Are trained to the same standard as the DSL.
- Will take on the DSL's responsibilities if they are unavailable. If the DSL is long-term absent, a deputy will temporarily take over as the DSL.

**18.** In addition, all Heads of Year are trained to the same standard as members of the DSL team.

**19.** Further responsibilities of the DSL are listed elsewhere in this policy. For a detailed explanation of the DSL's responsibilities, see Annex C of KCSIE.

#### All school staff

- Sign to say they have read the relevant part of KCSIE annually.
- Have a responsibility to provide a safe environment in which children can learn.
- Will follow the school's procedures for identifying and reporting any concerns and issues about the school's online filtering and monitoring systems.
- Will follow the school's safeguarding and child protection processes and procedures, sharing information quickly when they have a concern about a child's safety and wellbeing, even when they are unsure.
- Will, whenever necessary, refer safeguarding or child protection concerns to external agencies, such as the police, children's services and the LADO.
- Attend safeguarding training appropriate to their role and are familiar with key policies, including this policy and the staff behaviour policy (code of conduct).
- Create a culture where children who identify as lesbian, gay, bisexual, transgender (LGBT) or are gender questioning feel safe, can speak out and share concerns.

**20.** What staff need to know is covered in the training section of this policy.

#### IT provider

- Maintains the filtering and monitoring systems.
- Provides filtering and monitoring reports.
- Completes actions following concerns or checks to the system.

## **Training**

### Designated Safeguarding Lead (DSL)

- 21.** The DSL will attend regular training to prepare and assist them in leading the school's safeguarding response and approach. Additional training or research may be required as local or school specific safeguarding issues arise. Minimally, the designated safeguarding lead will:
- Attend the level 3 multi-agency local safeguarding partnership training within 12 weeks of starting this role and refresh this every two years.
  - Stay up to date with safeguarding knowledge, resources and changes.
  - Have a good understanding of, and form a good relationship with, the Kingston and Richmond Safeguarding Children Partnership (KRSCP) by attending the termly DSL forums, sharing the learning with staff as appropriate and making sure staff are aware of any safeguarding training on offer.
  - Attend harmful sexual behaviour and Prevent awareness training.
  - Receive and share safeguarding (including online safety) updates (for example, via email, e-bulletins, and staff meetings) with staff.
  - Make sure staff have regularly updated safeguarding training, updating staff who miss training at the earliest opportunity.
  - Gain an understanding of how the school's filtering and monitoring systems work and how they can be best used to keep children safe at The Tiffin Girls' School.

### Governing Board

- 22.** All governors receive safeguarding and child protection training (including online safety) at induction, which prepares them for testing and challenging the school's procedures and policies, making sure they are working as they should. The training will be provided annually. Further:
- The Governing Board will make sure the DSL has the time and resources to attend training.
  - The Chair of Governors will receive training about managing allegations against the Headteacher to assist them in the eventuality that an allegation is made.
  - The Governing Board will make sure that online safety is a theme in all staff training.
  - Senior members of the board will make sure that those involved with the recruitment and employment of staff to work with children have received appropriate safer recruitment training.
  - The link safeguarding governors will make sure that staff and governors attend safeguarding training at induction and regularly after that. The link safeguarding governors will attend regular training and receive e-bulletins or equivalent to stay up to date with the latest statutory guidance.
- 23.** The Governing Board will make sure at least one member of every recruitment panel has completed safer recruitment training within the last five years. The Tiffin Girls' School has a separate recruitment and appointments policy that explains what safeguarding checks are completed before employment to make sure those who work with children are suitable.

### All staff

- 24.** Governors recognise the expertise that staff build up by managing safeguarding concerns on a daily basis and, as a result, have the opportunity to contribute to and shape staff training and this policy. All staff receive safeguarding and child protection training (including online safety including AI training) at induction. The training is regularly updated and reflects the whole school approach to keeping children safe. In addition, staff receive regular, at least annual, safeguarding updates (for example, via email, e-bulletins and staff meetings) to provide them with what they need to keep children safe.
- 25.** Our training ensures that staff:
- Are clear in their actions and behaviours to keep children from risk of harm
  - Can spot the signs of possible abuse, neglect and exploitation.
  - Know the school's safeguarding procedures and their role in carrying them out.

- Have awareness of and understand their role in the early help process and the process for making a referral to the local authority's children's services, including what may follow after a referral.
  - Know what to do if a child tells them they are being harmed, including how to manage this information confidentially.
  - Understand the reasons why children may not feel ready or know how to tell someone that they are being harmed.
  - Receive Prevent training, which will prepare them for identifying children at risk of being radicalised into terrorism and how to challenge extremist ideas.
  - Understand what cyber security the school has in place to keep children and staff safe when online at school and how to report any issues.
  - Understand what ineffective filtering and monitoring systems look like and how to report any concerns or issues.
  - Know that children who identify as or are perceived be LGBT can be targeted by other children.
26. We make sure that staff members provided by other agencies and third parties, for example supply teachers and contracted staff (such as catering staff) are aware of this policy, our school's safeguarding procedures, and have received appropriate safeguarding training.
27. When joining the school all staff complete a pre starter online safeguarding course which is then complimented by a new starter safeguarding session when they start at the school. All staff complete an annual safeguarding Inset session and every three years there is an extended full update session for staff. In addition, there are regular mini updates for staff as safeguarding priorities emerge. Staff with additional safeguarding responsibilities complete external training in line with KCSIE expectations.
28. The Headteacher will receive training about managing allegations against staff to assist them in the eventuality that an allegation is made.

#### The designated teacher for children who are looked after (CLA)

29. We follow the Role and responsibilities of the designated teacher's statutory government guidance. The designated teacher will have training to make sure they understand the needs of children looked after/previously looked after and how they can best be supported to have the same opportunities as their peers. They will work closely with AfC's Virtual School, accessing their training and forums to stay up to date.

#### **What to do if you have concerns about a child's welfare**

30. If staff have concerns about a child's welfare, they must act on them immediately by following the procedures below. Our staff can use the 'What to do if you're worried a child is being abused' guidance with the school's procedures. We work hard to make sure our staff and safeguarding team are approachable and available, such that anyone can speak to them about any concern quickly, no matter how small or whether there is no evidence as yet.
31. If staff have a concern for the safety or well-being of a child:
- They must log this through our safeguarding portal: My Concern. There is a link to the portal on all desktop computers at school.
  - If staff are away from a desktop they can make a referral by emailing the safeguarding team through [DSL@tiffingirls.org](mailto:DSL@tiffingirls.org)
  - In the referral you should include the following information: What happened? Where did it happen? Who was involved? When did it take place?
32. If you are not a member of staff and have a concern for the safety or well-being of a child you should email [DSL@tiffingirls.org](mailto:DSL@tiffingirls.org) or phone the school to speak to a member of the safeguarding team.

33. We recognise the significant emotional impact being involved with or aware of safeguarding incidents can have. **Approach our safeguarding team if you need any support during or following a safeguarding incident.** The names of the DSL and Deputy DSLs are clearly advertised around the school. Visitors are provided with information regarding safeguarding when they arrive in school.
34. If a child is in immediate danger, or is suffering or likely to suffer significant harm call the police on **999**. **Anyone** can make a referral to children's services if a child is suffering or likely to suffer significant harm. Usually, the DSL or Deputy DSL makes the referral. For children's services' contact details see page 7. If you make a direct referral, you will update the DSL or a Deputy DSL as soon as is practically possible.

### Disclosures

35. We recognise that it takes a lot of courage for a child to disclose they are being harmed. Staff know that:
- Children may not feel ready or know how to tell someone they are being harmed.
  - The child may not realise what is happening to them is harmful.
  - They may feel embarrassed, humiliated or are being threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.
36. Our staff know they must show professional curiosity, i.e. explore and try to understand what is happening for a child, rather than take what is being said on face value or making assumptions. We encourage staff to ask the child if they are OK or if they can help in any way. A child who makes a disclosure may have to tell their story more than once, such as to the police and social workers. At Tiffin Girls' School, we know how important it is that a child's first experience of talking to a trusted adult about a worry is a positive one.

### Handling a disclosure

- Listen to them carefully and believe in what they are saying. Do not be afraid of silent moments.
- Be careful not to express your own views or feelings and stay calm.
- Do not investigate. Only ask enough questions to work out if you need to share this matter with the DSL or a Deputy DSL. Only ask open questions, such as: How? When? Who? Where?, and open statements, such as "Tell me", "Describe" and "Explain". Otherwise, you may invalidate your and the child's evidence in any later court proceedings.
- If there are injuries or marks on the child, do not examine the child intimately or take pictures.
- Reassure them that they have done the right thing by telling you. Do not say to the child that you wish they had told you sooner.
- Do not automatically offer physical touch to comfort the child. Consider what may be comforting for the child, rather than how you prefer to be comforted.
- Tell the child it is not their fault and you are taking them seriously.
- Explain what you will do next. Tell the child that you cannot keep what they have told you a secret and that you will pass this information onto someone who can help.

### After a child has made a disclosure

- Write up the conversation as soon as possible.
- Make sure the DSL or a Deputy DSL is aware of the disclosure. If appropriate, contact children's services and/or the police directly and tell the DSL as soon as possible.
- Do not share the disclosure with **anyone** else unless children's services, the police or another relevant agency involved in the safeguarding process tells you to.
- Get support for yourself if you need it.

### Recording a disclosure or safeguarding concern

- Record the date, time, place and persons present.
- Use the child's own words, verbatim where possible, and stick to the facts. Avoid making assumptions and do not put your own judgement on it.
- Record any noticeable non-verbal behaviour. Detail any visible marks or injuries and record them on a body map.
- Keep any original notes you have made on file.
- Do not ask children to make written statements themselves or sign records.

### Concerns about a child who is **not** in immediate danger, or is suffering or likely to suffer significant harm

**37.** The 'what to do if you have concerns about a child' flowchart explains what you should do if you have concerns about a child. First, speak to the DSL or a Deputy DSL. If in exceptional circumstances, the DSL or a Deputy DSL are not available, this will not delay you from taking appropriate action. Instead, you will speak to a member of the senior leadership team or take advice from children's services, if necessary.

### Early help

**38.** Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. At The Tiffin Girls' School, we are keen to provide support to families as soon as a problem becomes visible. If an early help assessment is appropriate, the DSL or a Deputy DSL will lead on working together with other agencies and set up an inter-agency assessment, as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

**39.** Our DSL and/or Deputy DSL use the Early Help Partnership Tool to explore emerging needs and – with consent from the child or family, or anonymously – discuss what is happening with the Early Help Resilience Network to ensure all identified needs are supported by the appropriate agencies. AfC's early help assessment tools and plans can be found here. The partnership's Early Help Strategy sets out their aims for how professionals work effectively together to provide early help.

**40.** If early help support is appropriate, it will be kept under constant review. A referral to children's services may be required if the child's situation doesn't appear to be improving. The DSL is aware of the local escalation policy and procedures.

**41.** We are aware any child may benefit from early help. Staff who work directly with children will be particularly alert to the potential need for early help for children listed under Part 1, of KCSIE.

### Referral to children's services

**42.** Concerns about a child or a disclosure should be discussed with the DSL who will help decide whether a referral to children's services is appropriate. The DSL and Deputy DSL are aware of the London safeguarding children partnership's threshold document, which will be used to inform their response to any safeguarding concern. If a referral is needed then the DSL should make it. However, anyone, including children, can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made, they can and should consider making a referral themselves. Where referrals are not made by the DSL, the DSL should be informed as soon as possible.

**43.** If you have not had any feedback from children's services within 72 hours of making the referral, this must be followed up. If after a referral, the referrer is dissatisfied with the response from children's services and/or the child's situation does not appear to be improving, the DSL (or whoever made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, the child's situation improves. The local authority 'resolving professional differences' procedure will be used, where necessary.

#### If a child has experienced or is at risk of female genital mutilation

44. Female Genital Mutilation (FGM) is illegal in England. It involves removal, part removal or injury to the female genital internal or external organs for non-medical reasons. It is sometimes known as 'cutting' or female 'circumcision'.

#### Teachers

45. For this section only, teachers means qualified teachers or persons who are employed or engaged to carry out teaching work in schools and other institutions. All staff should speak to the DSL (or a Deputy DSL) when a concern about FGM arises. If a teacher suspects that FGM has been carried out on a child or believes that the child is at risk of FGM, they will follow their internal safeguarding procedures.

46. Teachers who come to know, in the course of their work, that FGM has been carried out on a child **must directly** report this to the police. Failure to do so will result in disciplinary sanctions. The teacher should tell the DSL or a Deputy DSL who will support them in making a direct report to the police. The teacher may need to support a referral to children's services. Staff will never examine children.

#### Other members of staff

47. Other members of staff who establish that an act of FGM appears to have been carried out on a child or suspect a child is at risk of FGM, will follow the same procedures as with any other concern, i.e. will speak to the DSL or a Deputy DSL and follow local safeguarding procedures.

#### Concerns about nudes or semi-nudes

48. Responding to any incident that comes to your attention:

- **Report** it to your designated safeguarding lead (DSL) or equivalent immediately, using the school's reporting procedures set out in this policy.
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- **If you have already viewed the imagery** by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Do not delete** the imagery or ask the young person to delete it.
- **Do not** ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL or a Deputy DSL.
- **Do not** share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- **Do not** say or do anything to blame or shame any young people involved.
- **Do** explain to them that you need to report it and reassure them that they will receive support and help from the DSL or a Deputy DSL.

49. Staff reserve the right to confiscate a device in the possession of a child if they have concerns about sharing nudes or semi-nudes in relation to the device. This is consistent with the Searching, screening and confiscation: advice for schools guidance.

50. The DSL will follow the government's Sharing nudes and semi-nudes: advice for education settings working with children and young people guidance. Once they are aware of an incident, the DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.

51. The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child or young person.
- If a referral should be made to the police and/or children's social care.
- If it is necessary to view the image(s) in order to safeguard the child or young person – in most cases, images or videos should not be viewed.
- What further information is required to decide on the best response.

- Whether the image(s) has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images or videos from devices or online services.
- Any relevant facts about the children or young people involved that would influence risk assessment.
- If there is a need to contact another education setting or individual.
- Whether to contact parents or carers of the children or young people involved – in most cases they should be involved.

**52.** The DSL will make an immediate referral to the police and/or children's services if:

- The incident involves an adult.
- There is reason to believe that a child or young person has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What they know about the images or videos suggests the content depicts sexual acts that are unusual for the young person's developmental stage, or are violent.
- The images involves sexual acts and any child in the images or videos is under 13.
- They have reason to believe a child or young person is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example if they are presenting as suicidal or self-harming.
- They become aware of a computer-generated indecent image of a child, commonly called 'deep fakes' and 'deep nudes' i.e. a digitally manipulated or artificial intelligence-generated nude and semi-nude.

**53.** If none of the above applies, we can decide to respond to the incident without involving the police or children's services. We may escalate the incident at any time if further information/concerns are disclosed at a later date. First, the DSL will be confident that they have enough information to assess the risks to any child involved and the risks can be managed within our school's pastoral support, behaviour procedures and, if appropriate, the local network of support.

**54.** The DSL or a Deputy DSL will contact children's services if any child or young person involved is already known to them. If, because of the investigation, the DSL (or equivalent) believes there are wider issues that meet the threshold for children's services' involvement, they will make a referral in line with this policy and local safeguarding procedures.

#### Viewing the imagery

**55.** The decision to view any imagery will be based on the professional judgement of the DSL or a Deputy DSL and will comply with this policy. Imagery will never be viewed if the act of viewing will cause significant distress or harm to a child. If a decision is made to view imagery, the DSL will be satisfied that viewing:

- Is the only way to make a decision about whether to involve other agencies because it is not possible to establish the facts from any child or young person involved.
- Is necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down or support the child or parent/carer in making a report.
- Is unavoidable because a child or young person has presented it directly to a staff member or nudes or semi-nudes have been found on a school device or network.

#### Deletion of images

**56.** If the school has decided that other agencies do not need to be involved, then consideration will be given to deleting imagery from devices and online to limit any further sharing. This decision will be based on the DSL's or a Deputy DSL's judgement in line with the guidance. There is further information in the Sharing nudes and semi-nudes section of this policy.

## Child-on-child abuse, including sexual violence and sexual harassment

### Responding to allegations of child-on-child abuse

- Follow the 'handling a disclosure' procedure set out above. You must make a record of the allegation and inform the DSL or a Deputy DSL.
  - If the DSL and a Deputy DSL are not available due to emergency circumstances, the staff member will speak to a member of the senior leadership team and/or contact the relevant children's services.
- 57.** The DSL or a Deputy DSL will make a decision from the following options depending on the level of risk or harm:
- (i)** Manage the concern internally providing pastoral support to all those involved.
  - (ii)** Complete an early help assessment.
  - (iii)** Make a referral to children's services and/or, where necessary, the police. The DSL may choose to consult children's services to assist them with making a decision.
  - (iv)** The police will still be informed of any criminal offences. If the child is aged under the criminal age of responsibility, the police will take a welfare approach.
- 58.** The DSL or a Deputy DSL will contact the parents or carers of the children involved at the earliest opportunity and where appropriate. Records will be kept of all concerns, discussions had, decisions made and any outcomes reached. If a criminal offence has been committed or is being investigated, the DSL will work closely with the police to avoid impacting the criminal process while protecting children or following disciplinary procedures.
- 59.** Where the DSL, children's services or the police decide the concern should be handled by the school internally, we will thoroughly investigate the concern using our behaviour policy and processes. A risk assessment and prevention plan will be completed when a safeguarding risk has been identified. The plan will be monitored and a date set for a follow-up evaluation with everyone concerned. We will support all children involved in the incident, including the child/ren who displayed the behaviour and the children who experienced it.



Responding to allegations of sexual harassment and sexual violence

Using the DSL's or a Deputy DSL's professional judgement, the school will make decisions about and address the incident based on the Hackett tool (below). We will request the support of other agencies, such as children's services and the police, if necessary.

**Normal**

Developmentally expected  
Socially acceptable  
Consensual, mutual and reciprocal  
Shared decision making

**Inappropriate**

Single instances of inappropriate sexual behaviour  
Socially acceptable behaviour within peer group  
Context for behaviour may be inappropriate  
Generally consensual and reciprocal

**Problematic**

Problematic and concerning behaviours  
Developmentally unusual and social unexpected  
No overt elements of victimisation  
Consent issues may be unclear  
May lack reciprocity or equal power  
May include levels of compulsivity

**Abusive**

Victimising intent or outcome  
Includes misuse of power  
Coercion and force to ensure victim compliance  
Intrusive  
Informed consent lacking or not able to be freely given by victim  
May include elements of expressive violence

**Violent**

Physically violent sexual abuse  
Highly intrusive  
Instrumental violence which is physiologically and or sexually arousing to the child carrying out the violent act  
Sadism

60. We follow the local safeguarding arrangements below when an allegation of sexual violence and/or sexual harassment has been made.
- (i) **Hackett Inappropriate:** Manage internally using the behaviour policy and pastoral support.
  - (ii) **Hackett Problematic:** Early help response used for non-violent harmful sexual behaviour to prevent escalation.
  - (iii) **Hackett Abusive:** Refer to children's services when a child has been harmed, is at risk of harm or in immediate danger.
  - (iv) **Hackett Violent:** Report to the police if a crime has been committed, such as rape, assault by penetration or sexual assault, following the When to call the police guidance.
61. The management of children and young people with sexually harmful behaviour is complex. The Tiffin Girls' School will work with other relevant agencies to maintain the safety of the whole school community. Where appropriate, immediate measures will be put in place to support and protect the person impacted by the behaviours, any witnesses and the alleged instigator of the behaviours. A written record will be made and next steps discussed, taking into account the views of those impacted by the behaviour.
62. A risk and needs assessment will be completed for all reports of sexual violence and on a case by case basis for reports of sexual harassment. The assessment, which will be kept under review, will consider:
- Whether there may have been other people impacted by the behaviour.
  - The person known to be impacted by the behaviour, especially their protection and support.
  - The alleged instigator of the behaviour.
  - All children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them from the alleged instigator or future harm.
  - The time and location of the incident and any action that can make the school safer.

#### Unsubstantiated, unfounded, false or malicious reports

63. If a report is found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help, or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's services may be appropriate. If a report is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate according to our behaviour policy.

#### If a child who has experienced sexual violence or sexual harassment asks the school not to make a referral

64. If the child does not give consent to share information, the DSL or a Deputy DSL will balance the victim's wishes against their duty to protect them and other children on a case by case basis. If a child is at risk of harm, is in immediate danger or has been harmed, a referral should be made to children's services, and as rape, assault by penetration or sexual assault are crimes, reports should be referred to the police. As stated above, a police referral will still be made for children under the age of criminal responsibility.
65. We will do all we reasonably can to protect the anonymity of any children involved in any report, including weighing up what staff need to know and any support that will be put in place. Further, we will take into account the potential impact of social media in facilitating the spreading of rumours and exposing the child's identity.
66. Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, our DSL and a Deputy DSL will be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately. They will be guided by the CPS: Safeguarding Children as Victims and Witnesses advice.

#### Concerns about mental health

67. If you have a mental health concern about a child that is also a safeguarding concern, you will speak to the DSL or a Deputy DSL immediately, unless the child is in immediate danger, in which case you will call the police first.
68. Although you may be well placed to observe children day-to-day and identify those whose behaviour suggests

that they may be experiencing a mental health problem or be at risk of developing one, only appropriately trained professionals should attempt to diagnose a mental health illness. Where necessary, the DSL or a Deputy DSL will make a referral to the Child and Adolescent Mental Health Service's (CAMHS) single point of access for Kingston and Richmond [here](#).

#### Concerns about extremism and radicalisation

69. Extremism is the vocal or active opposition to our fundamental British values. Radicalisation is the process of a person legitimising support for extremism. See [radicalisation and extremism](#) in Appendix 1 for more information.
70. If you have a concern that a child may be at risk of radicalisation or involvement in terrorism and they are in **immediate danger**, contact the police on 999. If the child is not in immediate danger, speak with the DSL or a deputy as a first point of call.
71. **The DSL** may decide to discuss their concerns with children's services and will make referrals to the police Prevent team and/or the Channel programme, where necessary. The DSL will need to seek the individual's consent when referring to the Channel programme.
72. **Staff and governors** can also raise concerns by emailing [counter.extremism@education.gsi.gov.uk](mailto:counter.extremism@education.gsi.gov.uk), but this is not to be used in emergency situations. If you believe you have information relating to terrorism, you can call the anti-terrorist hotline on 0800 789 321. To report extremism in education, including allegations against staff and institutions, use [this](#) link.

The Prevent leads in Kingston and Richmond are:

Kingston:

Stephanie Royston-Mitchell, Community Safety and Resilience Principal [stephanie.royston-mitchell@kingston.gov.uk](mailto:stephanie.royston-mitchell@kingston.gov.uk) & [prevent@kingston.gov.uk](mailto:prevent@kingston.gov.uk)

Richmond and Wandsworth:

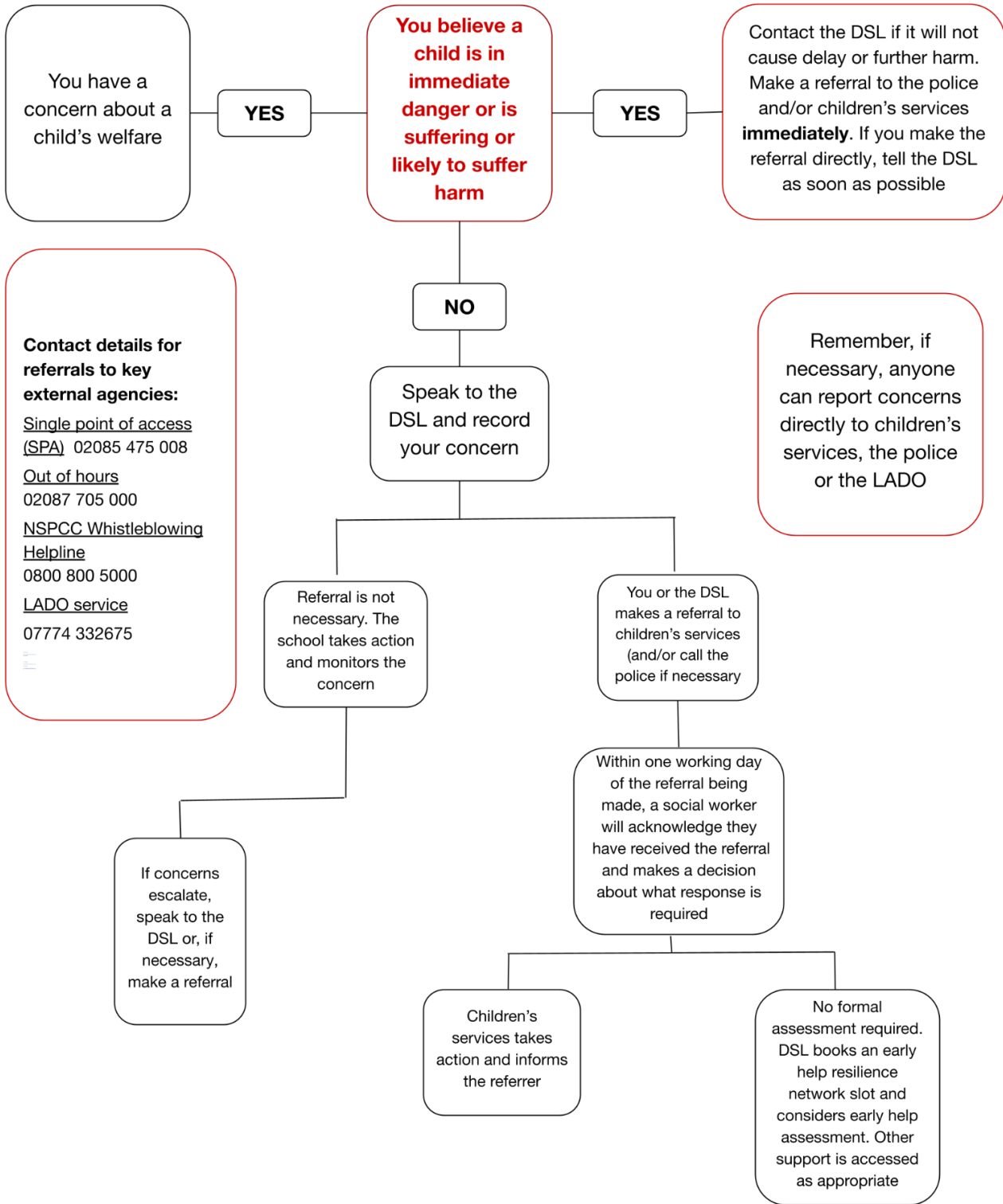
Naheem Bashir, Hate Crime and Prevent Coordinator

[Naheem.Bashir@richmondandwandsworth.gov.uk](mailto:Naheem.Bashir@richmondandwandsworth.gov.uk)

#### How children can report concerns

73. In our school, it is essential that children can tell us how they are feeling and know we will take it seriously. We aim to create an environment full of 'reachable moments' which encourages children to feel safe enough to open up about their concerns. Children can confidently report any worries they have about their lives, both in and out of school, by:
- Speaking to an adult they trust
  - Speaking to any member of the DSL team
  - Emailing [DSL@tiffingirls.org](mailto:DSL@tiffingirls.org)
  - Reporting via the anonymous reporting form
74. Students are made aware of the reporting systems during assemblies, form times, lessons and by posters around the school.
75. We know children try to get their voice heard not just through what they say but how they behave, as pointed out in the NSPCC's [voice of the child briefing](#). When there are behavioural issues or changes in a child's behaviour we take a safeguarding first approach, including considering if the child is communicating an unmet need and/or abuse. For children who are pre-verbal or non-verbal, observing behaviour and presentation is even more important for understanding the child's lived experience.

**Flowchart: what to do if you have concerns about a child**



**Contact details for referrals to key external agencies:**  
Single point of access (SPA) 02085 475 008  
Out of hours 02087 705 000  
NSPCC Whistleblowing Helpline 0800 800 5000  
LADO service 07774 332675

Remember, if necessary, anyone can report concerns directly to children's services, the police or the LADO

The child's circumstances will be continuously monitored. A re-referral will be made if the child's circumstances worsen or if no improvement is made. If there is a disagreement about the outcome of the referral, the local escalation procedures apply.

## Confidentiality

76. The Tiffin Girls' School takes our responsibility to protect and look after the data (information) we hold about children and our families seriously. The Data Protection Act (DPA) 2018 and General Data Protection Regulation (GDPR) guide us in how to do so. Under the DPA 2018, we will share information without consent if 'the safeguarding of children and individuals at risk' is our reason for doing so, and
- it is not possible to gain consent
  - it cannot be reasonably expected that a practitioner (for example, teacher) gains consent, or
  - to gain consent would place a child at risk
77. The government's information sharing advice for safeguarding practitioners supports staff who have to make decisions about sharing information. Staff are aware they can look at the data protection in schools toolkit or speak to a member of the safeguarding team if they are unsure about sharing information. Government guidance emphasises that: "The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children."
78. To keep children safe, we will share information in a timely manner including sharing information with agencies and professionals in line with the Working Together to Safeguard Children 2023 guidance. We respect that safeguarding matters are personal to families, so the DSL, Deputy DSLs and headteacher will only share information about a child to members of staff and professionals on a need to know basis.
79. All staff are aware that they cannot make a promise to a child to keep secrets that might impact on the child's safety or wellbeing. Instead, staff should tell the child that they may need to pass information on to others who can help and protect them.

### Notifying parents or carers

80. At The Tiffin Girls' School, working alongside and supporting families is a key priority. This involves being open and transparent with parents and carers when we have concerns about their child's welfare, and/or we need to request support from other services to make sure the child's situation improves. If we believe notifying parents or carers could increase the risk to the child or cause further harm, we will seek advice from children's services about how and when parents or carers should be updated. It is legitimate to share concerns without a parent's or carer's consent when there is good reason to do so and that sharing the information would improve the safeguarding of the child in a timely manner.

## Record keeping

81. Each child has a safeguarding file where all safeguarding concerns and referrals are stored. The designated safeguarding lead is responsible for keeping written records of all concerns, discussions and decisions, including the rationale for those decisions. Records reflect the reason why referrals are or are not made to another agency, such as children's services or the Prevent program. Safeguarding files will be stored securely and access will be limited to those who need it. These files are stored in My Concern and are accessible to the DSLs and DSL administrator.
82. When a child leaves The Tiffin Girls' School, the DSL will make sure that their safeguarding file is transferred to the new education setting or college within 5 days of an in-year transfer or within 5 days of the start of a new term. This will be securely transferred separately from their main file and a confirmation of receipt will be requested and kept. Where appropriate, the DSL will share information in advance of the child transferring so support can be put in place ready for when the child starts. When a child starts our school, we will make sure key staff are aware of the safeguarding file as soon as possible.
83. If The Tiffin Girls' School is the last school that the child attends, their safeguarding file will be securely stored by the school until their 26th birthday is reached, when it will be securely disposed of.

## Concerns or allegations about adults in our school

84. If you have a low-level concern or have an allegation to make about a member of staff presenting a risk to children, contact the headteacher as soon as practically possible. This includes any concerns in school, out of school, online and/or offline. The low level concern will be in the first instance recorded by the Headteacher on Confide which is our low level tracking system.
85. If the low-level concern or allegation is about the headteacher, contact the chair of governors whose details are at the start of this policy.
86. If you are unable to report to the headteacher or chair of governors, either because they are not available or because you believe that there is a conflict of interest, share your concerns with the local authority designated officer (LADO), whose details are at the start of this policy.
87. The Allegations of Abuse Policy sets out what steps the Headteacher or Chair of Governors will then follow if appropriate.

## Whistleblowing

88. A whistleblower is a worker who reports certain types of wrongdoing. All staff have a duty to do so. We aim to create an environment where staff feel able to raise concerns about poor or unsafe practice and potential failures in how we manage safeguarding. Any concerns should be raised with the senior leadership team and will be taken seriously. Tiffin Girls' School has a separate whistleblowing policy, which lists the procedures for raising concerns. This is available in the school staffroom, on the R Drive and is emailed to staff when it is updated.
89. Where staff feel unable to raise a concern with our senior leadership team, or feel that their genuine safeguarding concerns are not being addressed, there are other options available to them, such as the NSPCC whistleblowing advice line. Staff can call 0800 028 0285 from 8am-8pm or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## Online safety and the use of smart devices

90. This section summarises The Tiffin Girls' School's whole school approach to online safety and the use of smart devices (e.g. mobile phones, smart watches, Chromebooks, tablets etc). Our detailed approach is covered in the Online Safety Policy and IT Acceptable Use Agreements (appendices to the Online Safety Policy). This policy can be found on the school R Drive and is emailed to staff when renewed. It is also on the policies page of the school website: <https://www.tiffingirls.org/about-us/policies/>
91. The Tiffin Girls' School understands the significant and essential role that we have in making sure children are protected from potentially harmful and inappropriate online material. We consider online safety in every aspect of school life.
92. Our aim is to:
  - Have in place online safety processes that protect our children and staff including how we identify, intervene in and escalate online concerns, where appropriate.
  - Make sure technology is used responsibly and safely through education.
  - Set clear expectations for the use of mobile phones and smart technology.
93. We fulfil our aims by:
  - Ensuring appropriate filtering and monitoring systems are in place on the school's network and devices.
  - Educating children to learn how to keep themselves safe when online (using the government's [Teaching online safety in schools](#) guidance), what to do if they are harmed or spot a risk and what the consequences are if they break the school rules about online safety.
  - Engaging with parents and carers about what online safety looks like.
  - Making sure our whole school approach is reflected in all relevant policies.
  - Regularly training staff on online safeguarding risks and how to be online safely.

- Making sure children, staff, parents/carers, governors and volunteers sign an understandable acceptable use agreement that covers how they should use the school's IT systems and their mobile and smart technology.
- Making parents, carers, children and staff aware that staff can search an electronic device they have confiscated. See Searching, Screening and Confiscation.

94. Due to the constant changes to online technology and the related harms, we will carry out an annual review and risk assessment of our online safety policies, procedures and systems.

#### The 4Cs

95. Being online can be a great source of fun, entertainment, communication and education. Some people's online behaviour places others at risk. The number of issues covered under online safety is large and constantly growing. They are categorised into these four areas of risk:

**Content:** being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

**Contact:** being subjected to harmful online interaction with other users, for example peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit children for sexual, criminal, financial or other purposes.

**Conduct:** online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images (e.g. consensual and non consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).

**Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If children or members of staff report any issues, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

#### Mobile phones and smart technology (including smart watches)

96. Many children have unlimited and unrestricted access to the internet via mobile phone networks, therefore children could be harmed or harm others online when at school. This may include sexually harassing, bullying and sharing indecent images (often via large chat groups). To protect children from these risks while they are at our school, our approach to mobile and smart technology is:

- As part of the behaviour policy, we prohibit the use of mobile phones and other smart technology with similar functionality to mobile phones (for example the ability to send and/or receive notifications or messages via mobile phone networks or the ability to record audio and/or video) throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime. Unless explicit permission has been given by a member of staff.
- The use of mobile phones on school trips is restricted. The need for phones is agreed as part of the trip planning process.
- Students are reminded of these expectations and how to use their phone safely via assemblies and also by pastoral leaders across the year.
- The use of Chromebook cameras is also restricted during the school day.
- Families are reminded of our expectation that images of students and staff are not be taken during school events.

#### Media recordings, audio, image and video (including digital files)

97. When we make media recordings of children, such as taking videos or photos, we will get the child's and their parents'/carers' consent, make sure the child is appropriately dressed and encourage the child to tell us if they are worried about any media that has been taken of them. See our staff code of conduct and online safety policy, which cover our school's expectations for staff making media recordings.

#### Filtering and monitoring

98. To limit children's exposure to online risks from using our IT systems, we have strong and effective filtering and

monitoring systems, following the government's Meeting digital and technology standards in schools and colleges guidance.

**99.** We will make sure that:

- Specific staff have assigned roles and responsibilities to manage systems.
- Staff know about the systems in place and how to escalate concerns.
- There are annual reviews of the systems, or more frequently if there is a significant change or issue.
- Our governing body reviews the systems with the DSL, IT staff and service providers, to find out what more can be done to keep children safe.
- The systems are effective for the age range of children and consider children potentially at greater risk of harm.
- When we block online content, it does not impact teaching and learning.
- Filtering works across all devices including mobile devices and smart technology.

#### Remote education

**100.** When our children are being taught remotely e.g. at home, we will be in regular contact with parents and carers. We will make sure parents and carers are aware of:

- What their child/ren are being asked to do online, including the sites they will be accessing and who from the school will interact with their child/ren.
- The importance of children being safe online and offering advice on how to do so.
- What systems our school uses to filter and monitor online use.

#### Artificial Intelligence

**101.** Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

**102.** The School recognises that AI has many uses to help students learn, but may also have the potential to be used to bully others. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real. This includes deepfake pornography: pornographic content created using AI to include someone's likeness. The School will treat any use of AI to bully students in line with our anti-bullying and behaviour policy.

**103.** Creating or sharing deepfake pornography of someone without their permission is a new criminal offence under the Online Safety Act 2023 and any incidents will be shared with the Police and other relevant authorities. The Act is an important reference point for our actions around online safeguarding.

**104.** Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used by the school.

**105.** Any use of AI must also conform to our GDPR policies. No data or personal information relating to students, families or staff should be uploaded into an AI platform.

#### Information security and access systems

**106.** We have procedures in place to protect our IT systems and staff and learners from cybercrime, i.e. when criminals seek to exploit human or security vulnerabilities online to steal passwords, data or money directly. We will follow the government's Cyber security standards guidance. Our procedures and systems are reviewed regularly to keep up with the constant changes to cyber-crime technologies.

#### **Children potentially at greater risk of harm**

**107.** At The Tiffin Girls' School, we know that all children need to be protected from harm. In addition, we recognise that some groups of children are potentially at greater risk of harm. The information below highlights some of the groups of children this applies to, however there are several other groups not listed.



### Children who have a social worker

- 108.** Children may need a social worker due to safeguarding or welfare needs. Children may need help due to abuse, neglect and/or complex family circumstances. The Tiffin Girls' School recognises that a child's difficult experiences and trauma can leave them vulnerable to further harm, as well as disadvantage them educationally.
- 109.** Children's services share with us which children have a social worker. Once we are aware of this information, we will use it to make decisions in the child's best interest, i.e. their safety, welfare and educational outcomes. When a child has a social worker, safeguarding is at the heart of every decision we make, such as how we react to unauthorised absence or children missing education, which themselves carry additional risks. When necessary, we offer extra in-school support to our children who have a social worker, such as support from an ELSA, their Head of Year, the DSL Support.
- 110.** The Virtual School is a statutory service that exists to provide advice and support for children who have a social worker, children placed in care and previously looked after, such that they have the opportunity to meet their full educational potential. Where needed, our school works with the Virtual School to support these children.

### Children looked after and previously looked after

- 111.** These children are particularly vulnerable. The most common reasons for children becoming looked after is as a result of abuse and/or neglect. Staff will have the skills and knowledge to keep children looked after and previously looked after safe. Appropriate staff will have the information they need in relation to a looked-after child's legal status. For example, who has parental responsibility, who is not permitted to have contact and who is not permitted to know where the child is being educated, and the level of decision-making power the local authority has given the carer. The designated teacher for children looked after is Keith Batchelor. The designated governor(s) for children looked after are Kate Bevan and Sthen Wiseman.
- 112.** The statutory guidance Designated teacher for looked-after and previously looked after children contains further information on the role and responsibilities of the designated teacher. The designated teacher ensures that the school has the up-to-date details of the allocated social worker and the Virtual School headteacher in the local authority that looks after the child. The Virtual School has an additional role of managing extra funding which is used to support children looked after. The designated teacher will work with the Virtual School Head to discuss how the funding can be used to best support the child.

### Children with special educational needs, disabilities and health issues

- 113.** Our Special Educational Needs Co-ordinator (SENCo) and DSL work closely together to safeguard and support children who have special educational needs and disabilities (SEND), in particular when there are any reports of abuse. Our safeguarding curriculum, i.e. the ways we teach children to keep themselves and others safe, is adapted to meet the needs of children with SEND.
- 114.** The Tiffin Girls' School is aware that children with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline, such as:
- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
  - These children being more prone to peer group isolation or bullying (including prejudice-based bullying), than other children.
  - The potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and the communication barriers and difficulties in managing or reporting these challenges.
  - Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools, or the consequences of doing so.
- 115.** We offer additional pastoral support for children with SEND, including:
- Support from our SENCo and Learning Support Assistants
  - Quality First Teaching
  - Close support from the Pastoral Team

- Extra Curricular Clubs
- 'Safe spaces' including The Pod
- Reasonable Adjustments for SEND students

### **Discrimination Incidents**

**116.** As a school, we recognise that young people can be the victims of prejudice, hostility, hate crimes and discrimination. The procedures for dealing with discrimination incidents are set out separately in the Discrimination Incident Policy, and we acknowledge that repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures and necessitate the involvement of the police. We keep a record of discrimination incidents and provide support for students who have been impacted by such behaviour.

### **Identified areas of risk for our school**

- Children living and growing up in London
- Mental health and well-being
- Online risk and mobile technology
- Safeguarding risks outlined under the Prevent strategy
- School located on a very busy road into Kingston with two large adjacent schools

### **Teaching and learning**

**117.** At The Tiffin Girls' School, we aim to prevent our children from coming to any harm. We recognise how important it is that we teach and role-model to children how to keep themselves and others safe. Our curriculum meets the needs of all children, including those with SEND and/or have been abused. We address safeguarding topics in all areas of teaching and learning, for example PSHE, SMSC, RSE, assemblies, tutor time, children's health and safety schemes, and student associate schemes. Staff understand the breadth of safeguarding and their role in keeping children safe. If any students make a disclosure during one of these sessions then colleagues will report this to the DSL team through the My Concern Portal.

### **Embedding Student Safeguarding Awareness in Curriculum**

**118.** This is carried out through:

- Informal conversation
- Tutor briefings and discussions
- Themes in assemblies
- Providing breadth of topics and knowledge (including extremism)
- Briefings for outings, trips and tours
- The implementing of our Online Safety Policy regarding ICT acceptable usage policy and by advice on safe ICT usage
- Encouraging students to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing
- Ensuring students know what to do if there is someone in the School who is unaccompanied or is not wearing the appropriate lanyard;
- Lectures and talks by external experts in key areas of student safety
- Providing links to online resources, advice and guidance services
- Information around the school, e.g. posters advertising support agencies

**119.** If specific safeguarding issues arise during the school year, the Headteacher will make sure the curriculum is adapted to cover current issues.

### **Physical Intervention**

**120.** We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering

themselves or others, and that at all times it must be 'reasonable force'. In these circumstances 'reasonable' means 'using no more force than is needed' to prevent injury to themselves or another person. This is detailed further in the Student Restraint policy.

**121.** Such events should be recorded and signed by a witness.

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

## **Attendance**

**123.** The Designated Safeguarding Lead would investigate and refer to the relevant agency, any of the following attendance issues:

- Regular, repeated absence
- Absence of a child who is on a Child Protection plan or a Looked After Child (LAC)
- Absence at the end of a holiday period
- Lack of engagement during a period of lockdown or self-isolation

**124.** The school only authorises absences in exceptional circumstances. Please refer to the Attendance Policy.

**125.** If the school is looking to authorise an absence at a different educational activity we will use the following guidance as a safeguarding framework to consider requests for absence. A student can only be recorded as attending a place for an approved educational activity if:

- the place is somewhere other than the school, another school where the student is registered, or a place where educational provision has been arranged for the student by a local authority under section 19(1) of the Education Act 1996 or sections 42(2) or 61(1) of the Children and Families Act 2014
- the activity is of an educational nature
- the school has approved the student's attendance at the place for the activity and
- the activity is supervised by a person considered by the school to have the appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the student's attendance has been approved. Supervision means the student is physically supervised by someone who meets this definition.

**126.** If school has concerns about the appropriateness of an activity, we will seek advice from the national governing body for the activity. The final decision on approving the activity, however, rests with the school and we will take the effect on the student's general education into account.

**127.** The school has responsibilities for the safeguarding and welfare of students attending an approved educational activity. The school will need to be satisfied that appropriate measures have been taken to safeguard the student. Schools should ensure that they have in place arrangements whereby the provider of the activity notifies the school of any absence by the student. The school must record the student's absence using the relevant absence code.

**128.** The school will seek the following safeguarding information when making their decision to authorise an absence:

- Is there a named contact at the organisation who will liaise with the school?
- Is there a Designated Safeguarding Lead or Welfare Officer at the organisation?
- Is there a Safeguarding Policy in place and the safeguarding procedures meet the standards of the school?
- Is the organisation affiliated to a national governing body? Additionally, the organisation may be part of a local collective for the activity e.g a sports partnership

**129.** The school will seek assurances in writing that the above are in place.

**130.** The admissions team inform the DSL of students leaving the school. The DSL seeks confirmation of the student's destination. Any concerns are referred immediately to the relevant agency.

**131.** Further detail on school attendance monitoring and procedures can be found in the Attendance policy.

### **Health and Safety**

**132.** Our Health and Safety policy, set out in a separate document, reflects the consideration we give to the protection of our students both within the school environment and when away from the school when undertaking school trips and visits – see separate policy.

### **Lettings and off-site arrangements**

**133.** When services or activities are provided by the governing body, under the direct supervision or management of our school staff, the safeguarding procedures listed in this policy will apply. This may not be the case when we hire or rent out our school to other organisations or individuals, such as community groups, sport associations and extra-curricular activities providers. We will make sure there are arrangements in place to keep children safe, regardless of whether they are children at our school.

**134.** To make sure the provider has the appropriate safeguarding arrangements in place, we will follow the government's Keeping children safe during community activities, after-school clubs and tuition non-statutory guidance. This includes checking that the provider has completed the essential pre-employment checks on their staff and that their staff are suitable to be around children. Where appropriate, we will seek assurance and check their safeguarding policies and procedures, as well as establish what the arrangements are for the provider to liaise with our school on safeguarding matters. We will terminate our agreement with the provider if they do not follow the safeguarding requirements listed in the agreement.

### Extended school and off-site arrangements

**135.** Where extended school activities are provided and managed by the school, our own safeguarding and child protection policy and procedures apply. When our children attend off-site activities, we will ensure that effective child protection arrangements, informed by thorough risk assessments, are in place.

**136.** When our children attend an alternative provision provider, we continue to be responsible for their safety and wellbeing. We will satisfy ourselves that the placement can meet the child's needs and obtain written confirmation that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. checks that we would otherwise perform on our own staff. We follow the statutory guidance for alternative provision and Achieving for Children's alternative provision policy.

**137.** Where a parent/carer expresses their intention to educate their child at home (also known as elected home education), we will work together with the parent/carer and other professionals to ensure that this decision has been made in the best interests of the child. We recognise that this is particularly relevant for children who have SEND, are vulnerable and/or have a social worker.

**138.** Although it is not possible to obtain criminality information from the DBS about adults who provide homestays abroad, we will liaise with partner schools abroad to establish a shared understanding of, and agreement to the arrangements in place for the visit. We may consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK. We will make parents aware of the agreed arrangements.

### **Linked policies**

**139.** This policy is one of a range of documents that set out what our responsibilities are and how we should carry them out. Other relevant documents include the below policies.

- Allegations of Abuse Policy
- Anti-bullying
- Attendance

- Behaviour
- Curriculum
- Data Protection
- Designated Teacher
- Equality Scheme
- Health & safety
- Lettings
- Mental Health
- Online safety
- Procedure for managing allegations against staff (including low-level concerns)
- Recruitment and Appointments
- Relationship and sex education
- SEND
- Staff Code of Conduct
- Staff Handbook
- Student Restraint Policy
- Student Substance Abuse
- Students with medical conditions
- Supporting children with medical needs
- Suspension and Permanent Exclusion
- Trips
- Whistleblowing

### **Application and Review of the Policy**

- 140.** The policy applies to all staff, governors and visitors to the school. We recognise that safeguarding is the responsibility of all staff within our school.
- 141.** We will ensure that all staff sign a declaration stating they have read the school's Safeguarding Policy and Part 1 of 'Keeping Children Safe In Education' (DFE, September 2024) and will abide by this policy and school procedures.
- 142.** We will ensure that all governors sign a declaration stating they have read and understood Parts 1 and 2 of 'Keeping Children Safe in Education' (DFE September 2023).
- 143.** We will ensure that all parents and other working partners are aware of our safeguarding policy by publishing it on the school's website, displaying appropriate information in our reception and by raising awareness at initial meetings with parents of new students as well as regular parent- teacher meetings.
- 144.** Where the Governing Board provides services or activities directly under the supervision or management of school staff, the school's arrangements for safeguarding will apply.
- 145.** Where services or activities are provided separately by another body, the Headteacher, on behalf of the Governing Board, will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect students and there are arrangements to liaise with the school on these matters where appropriate.
- 146.** This policy will be reviewed and updated on an annual basis.

## Appendix 1: Types of abuse and specific safeguarding concerns

These appendices are based on the Department for Education's KCSIE guidance.

Abuse is where somebody fails to prevent harm (neglect) or causes harm (abuse). It can take place anywhere, including online and outside of the home. Harm can include witnessing ill treatment of others, for example seeing, hearing, or experiencing the effects of domestic abuse. We are aware that safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. Our staff will be aware that technology is a significant part of many safeguarding issues.

Physical abuse is a form of abuse that 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 is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve:

- communicating to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- seeing or hearing the ill-treatment of another
- serious bullying (including online bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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. 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
- 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 is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment - it may also include neglect of, or unresponsiveness to, a child's basic emotional needs

We use the following guidance to help identify and address cases of neglect.

Handling Cases of Affluent Neglect in Schools

Local partnership guidance

Indicators of abuse

The following list, provided by the NSPCC, covers some common indicators of abuse and neglect.

- unexplained changes in behaviour or personality

- becoming withdrawn
- seeming anxious
- becoming uncharacteristically aggressive
- lacks social skills and has few friends, if any
- poor bond or relationship with a parent
- knowledge of adult issues inappropriate for their age
- running away or going missing
- always choosing to wear clothes which completely cover their body
- patterns of repeated lateness or absence

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

### Specific safeguarding concerns

This section is based on Annex B of KCSIE. Annex B includes further information about other safeguarding issues to be aware of. All concerns under this section should be addressed in line with the expectations of this document, unless stated otherwise.

### Children absent from education

All staff will be aware that children missing from education or persistently absent, without explanation and/or for prolonged periods can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. Further, it may also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so called ‘honour’-based abuse or risk of forced marriage. We are also aware that absence can increase any existing safeguarding risks.

Attendance is closely monitored at Tiffin Girls’ School to support us in identifying abuse and acting early. Our staff will be aware of our school’s unauthorised absence and children missing education procedures. We notify children’s services if a child who has a social worker is absent from school without a suitable explanation. To support the school’s procedure for addressing children missing or absent from education, we make sure we have more than one emergency contact number for each child. We work in partnership with AfC when patterns of absence give rise to concern, including notifying them when a child leaves our school without a new school being named.

Our attendance policy and procedures are set out in a separate document, which can be found [here](#). The school follows the government’s [Working together to improve school attendance](#) guidance.

Useful links:

[Local partnership guidance](#)

[Children Missing Education statutory government guidance](#)

### Contextual safeguarding

Contextual safeguarding, also known as ‘risk outside the home’, is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.

Tiffin Girls’ School will maintain records of concerns about contextual safeguarding in accordance with our safeguarding procedures. We know the importance of information sharing, therefore if we identify contextual safeguarding concerns about the local area we will share this information with AfC’s [contextual safeguarding team](#). If there is a specific concern about a child, we will consult with children’s services.

Useful links:

[Local partnership guidance](#)

[Achieving for Children’s Risk Outside the Home page](#)

[Tackling Child Exploitation multi-agency Practice Principles](#)

## Child sexual exploitation (CSE) and child criminal exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

Both can occur online. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation. Where this is the case, it is important that the child perpetrator is also recognised as a victim. Our staff will be aware of a range of factors that could make a child more vulnerable to exploitation. We will provide additional support to children who have been exploited to help keep them in education.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

### Child sexual exploitation (CSE)

Child sexual exploitation - 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.

CSE is a form of child sexual abuse which can affect any child. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse, including via the internet.

CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge, for example through others sharing videos or images of them on social media. CSE can affect any child who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited, for example believing they are in a genuine romantic relationship.

CSE can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development
- become pregnant

See the Sharing nudes and semi-nudes section below for details about 'sextortion'.

Tiffin Girls' School follows the London Child Protection Procedures regarding sexual exploitation. Further information on signs of a child's involvement in sexual exploitation is available in Home Office's Child sexual exploitation: definition and guide for practitioners.

### Child criminal exploitation (CCE)

At Tiffin Girls' School, we recognise children involved in CCE are victims, despite their engagement in crime. A child



may have been criminally exploited even if the activity appears to be consensual. Staff will be aware that girls are at risk of criminal exploitation too, and that both boys and girls who are being criminally exploited may be at higher risk of sexual exploitation.

Children can become trapped by this type of exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. CCE can include children being forced and/or manipulated:

- to work in cannabis factories.
- into moving drugs or money across the country (county lines).
- to shoplift or pickpocket.
- to threaten serious violence to others.
- into committing vehicle crime.

### Serious violence

Staff at Tiffin Girls' School will be aware of the indicators, which may signal children are at risk from, or are involved with, serious violent crime.

These may include:

- increased absence from school.
- a change in friendships or relationships with older individuals or groups.
- a significant decline in performance.
- signs of self-harm or a significant change in wellbeing.
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions (could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation).

All staff are aware of the range of risk factors increasing the likelihood of involvement in serious violence, such as:

- being male.
- having been frequently absent or permanently excluded from school.
- having experienced child maltreatment.
- having been involved in offending, such as theft or robbery.

Being the victim of, carrying out or allegedly carrying out serious violence (e.g. knife crime) may indicate that a child is involved in county lines.

Useful links:

[Preventing youth violence and gang involvement government guidance](#)

[Criminal exploitation of children and vulnerable adults: county lines government guidance](#)

### School-related weapons incidents

Tiffin Girls' School follows the AfC School Related Weapons or Potential Weapons Incidents Protocol. We will inform children's services and the police of any incident involving a weapon or potential weapon. Our teachers have the legal power to search children without consent for a number of 'prohibited items', including weapons covered in the government's [Searching, screening and confiscation](#) guidance.

Tiffin Girls' School recognises that children and young people involved in school-related weapons incidents, including the person displaying the behaviour, are vulnerable. Tiffin Girls' School will provide support, protection and education to develop a full understanding of the implications of carrying, and/or using, weapons.

### Children who run away or go missing from education, home or care

Tiffin Girls' School recognises that children who run away, go missing or are absent from education and their normal residence are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm. The statutory guidance [Children Who Run Away or go Missing from Home or Care](#)

requires that every child or young person who runs away or goes missing must be offered a return home interview (RHI) within 72 hours of their return.

When necessary and in conjunction with AfC or other relevant local authority, Tiffin Girls' School will facilitate RHIs, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school or college site for the interview to take place. We will follow KRSCP's missing children procedure when required.

### Mental health

With mental health problems, a child might find the ways they are frequently thinking, feeling or reacting becoming difficult, or even impossible, to cope with. Mental health problems affect around 1 in 6 children. Tiffin Girls' School recognises that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be trained to recognise the signs of a child who may be experiencing a mental health problem. Tiffin Girls' School aims to promote positive mental health for all staff and children. To do so, we take into account the government's Mental health and behaviour in schools guidance.

Our mental health lead is: Kathy Kilpatrick

We believe we have a key role in promoting students' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

#### Student-led activities

- Campaigns and assemblies to raise awareness of mental health
- Peer mediation and peer mentoring
- Transition programmes
- Transition Programme to secondary school which includes an Induction day for Year 6
- students to support a smooth transition to secondary school
- Transition programme from Key Stage 3 to 4 including a transition afternoon on entry to
- Year 10 and advice and guidance on option subjects, study skills etc.
- Transition programme from Key Stage 4 to Key stage 5 including an Induction Day,
- Induction lessons, coffee mornings and form group activities for team building
- Classrooms activities
- Morning and afternoon registration, with tutor oversight of attendance, behaviour and wellbeing
- PSHE provision in Pastoral Hour lessons weekly
- Tutor activities including mental health awareness week
- Mindfulness sessions for students at KS5
- Mental Health teaching programmes, speakers and activities
- Whole school
- Whole school assemblies on Safeguarding and Mental Health
- Mental health Day/Wellbeing week
- Mental health Ambassadors
- Form Associates
- School Council
- Time to Talk Day and activities
- Creative whole school projects
- Our form tutors are key to supporting the wellbeing of students and where possible that
- member of staff will stay with the same form group all the way up the school to Year 11
- providing consistent support
- Displays and information on noticeboards around the school about positive mental health
- and where to go for help and support both within the school and outside the school

- A Behaviour for Learning Policy that promotes and rewards positive behaviour and tackles
- low level behaviour
- Provide and promote an extensive extracurricular programme
- Nurture altruism through the charity work conducted through the house system

Useful links:

- [Local partnership guidance](#)
- [Mind](#)
- [NSPCC: Child mental health](#)

### Domestic abuse

Domestic abuse can include a wide range of behaviours and may be a single or pattern of incidents. This form of abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional, and includes coercive or controlling behaviour. It can take place inside and outside the home. The [Domestic Abuse Act 2021](#) states that children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse).

These experiences can have a serious and long-term impact on a child's health, well-being, development and ability to learn. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The Act states that domestic abuse occurs between at least two people over the age of 16. Therefore, legally, some older children can also commit domestic abuse either in their own intimate relationships or against their parents/carers.

Tiffin Girls' School has signed up to the police initiative [Operation Encompass](#), a system that ensures the DSL is informed when police are called to an incident of domestic abuse and a child/children in the household experienced the incident, before the child or children arrive at school the following day. Once informed, the DSL or a deputy will provide silent support according to the child's needs and update records about their circumstances.

Useful link:

[Local partnership guidance](#)

### Homelessness

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

Indicators that a family may be at risk of homelessness include: household debt, including new poverty induced by the pandemic; rent arrears; domestic abuse and antisocial behaviour; and/or the family being asked to leave a property. If a child has been harmed or is at risk of harm, a referral to children's social care will be made.

### Child-on-child abuse

We recognise that children can abuse other children, often referred to as child-on-child abuse. It can happen inside and outside school and online. This can include, but is not limited to:

- bullying (including online bullying, prejudice-based and discriminatory bullying).
- abuse between children in an intimate relationship.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (including when a child encourages or threatens physical abuse online).
- sexual violence, such as rape and sexual assault (including when a child encourages or threatens this online).
- sexual harassment, such as sexual comments, jokes and online sexual harassment.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- upskirting and initiation/hazing type violence and rituals.

Older children may use any type of child-on-child abuse to 'recruit' younger children into gangs, especially in areas where gangs are prevalent. Young people experiencing child sexual exploitation first hand may be forced to 'recruit' other young people using types of child-on-child abuse. We are aware that boys are more likely to carry out child-on-child abuse and girls are more likely to be impacted by it, but all child-on-child abuse is unacceptable and will be taken seriously.

Tiffin Girls' School does not tolerate child-on-child abuse. We know that even when there are no reported cases, it could still be happening but yet to be reported. We do not downplay child-on-child abuse, especially sexual violence and sexual harassment, as "banter", "just having a laugh", "part of growing up" or "boys being boys". For children to feel safe at our school, we make sure they know child-on-child abuse is not acceptable behaviour and how to report it to a trusted adult if they are experiencing or witnessing it.

It is our duty to minimise the risk of child-on-child abuse. We do this in the following ways:

- Our staff read this policy.
- Our staff are trained to spot the signs that a child is, or may be experiencing, child-on-child abuse and how to report it. They maintain an attitude that 'it could happen here'.
- Our staff challenge any inappropriate behaviour between children, including the use of derogatory language.
- The behaviour policy, which includes our whole school response to abuse, makes sure everyone knows how to behave and how to respond consistently when children show unacceptable or abusive behaviour.
- In all areas of school life, such as lessons, assemblies and in the playground, we teach children how to act and to treat other people, including when they are online.
- We have effective systems in place for children to report child-on-child incidents.

#### Child-on-child sexual violence and sexual harassment

Our school is aware of Ofsted's Review of sexual abuse in schools and colleges. The review was carried out as a result of the large amount of testimonies shared on the Everyone's Invited website, which highlighted the prevalence of sexual harassment and sexual violence.

We know that sexual violence and sexual harassment can happen between two children of any age or sex, from a group of children to a single child or group of children, online and face to face. It is more likely that girls will be impacted by sexual violence and more likely that sexual harassment will be instigated by boys. Sexual violence and sexual harassment exists on a continuum and may overlap. They are never acceptable and we will not tolerate them. National and local research has made us aware of the prevalence and normalisation of harassment and abuse in school-aged children. No reports does not mean it is not happening here at Tiffin Girls' School.

Alongside girls, these groups are at higher risk of sexual violence and sexual harassment:

- children with SEND.
- children who are LGBT+ or who are perceived to be LGBT+ by their peers.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, negatively affect their educational attainment and be worsened if the alleged perpetrator(s) attends the same school. If a child reports an incident, they will be reassured that they have done the right thing by telling a trusted adult, will be taken seriously, supported and kept safe. We will further reassure those affected that the law is there to protect them, not criminalise them.

We are aware that when a child reports sexual violence or harassment, this may only be the start of a larger disclosure that could transpire over time. When there are reports, we will always consider the effectiveness of our policies and procedures and whether any changes are necessary to reduce the risk of it happening again. This will be in line with the school maintaining a culture of safeguarding. Tiffin Girls' School follows Part 5 of KCSIE when considering our response to sexual violence and sexual harassment. These are mainly captured in the child-on-child abuse section of this policy.

### Harmful sexual behaviours (HSB)

Children's sexual behaviours exist on a continuum. HSB refers to problematic, abusive and violent sexual behaviours that are developmentally inappropriate and may cause developmental damage. HSB can occur online or face-to-face. We will always consider HSB in a child protection context. Tiffin Girls' School recognises that children displaying harmful sexual behaviours have often experienced their own abuse and trauma and they will be offered appropriate support.

When considering HSB, we will take into account the ages and the stages of development of the children. Sexual behaviour between children can be considered harmful if one of the children is much older, particularly if there is more than two years' difference in age, or if one of the children is pre-pubescent and the other is not. However, a younger child can abuse an older child, particularly if they have power over them, for example, if the older child is disabled or smaller in stature.

Our DSL and deputy will:

- have a good understanding of HSB.
- assist in planning the curriculum aimed at preventing HSB.
- ensure staff spot and report inappropriate behaviour to prevent an escalation.
- incorporate our approach to sexual violence and sexual harassment into the whole school approach to safeguarding.

Tiffin Girls' School curriculum addresses these issues via the following topics according to the age and stage of development of our children:

- healthy and respectful relationships
- what respectful behaviour looks like
- gender roles, stereotyping, equality
- body confidence and self-esteem
- consent

Useful links:

[Local partnership guidance](#)

[NSPCC Harmful Sexual Behaviours](#)

[Stop it Now](#)

### Upskirting

Tiffin Girls' School will ensure that all staff and children are aware that 'upskirting' is a criminal offence and will not be tolerated. The [Criminal Prosecution Service \(CPS\)](#) defines 'upskirting' as: "a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission".

Tiffin Girls' School will decide each incident on a case-by-case basis, with the DSL or a deputy taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police, as required.

### Sharing nudes and semi-nudes

This is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18 ([UKCIS, 2024](#)). Alternative terms used by children and young people may include 'dick pics' or 'pics'. It is a form of child sexual abuse. All incidents will be dealt with as safeguarding concerns. The primary concern at all times will be the welfare and protection of the children involved. While sharing nudes and semi-nudes of themselves or their peers breaks the law, we know it is important to avoid criminalising young people unnecessarily.

Children might share nudes because of threats and/or pressures from relationships. They might also want to send nudes, but this is usually because they believe they will get something in return. Sextortion is when someone threatens to share or distribute nude or semi-nude images of another person if they don't do what is asked. It can happen to anybody, but a large amount of cases involve teenage boys. The explicit imagery may be used to

blackmail the young person into sending more images, money, or in some cases, into recruiting more victims. Images can be both real or generated by artificial intelligence.

We are aware of the [alert guidance](#) and support provided by the National Crime Agency and CEOP, and will use it to respond to incidents.

#### So-called 'honour'-based abuse, including FGM and forced marriage

So-called 'honour'-based abuse (HBA) means incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing. We are aware this abuse often involves a wider network of family or community pressure and can include multiple perpetrators. Therefore, we will consult with children's services before taking any form of action to reduce the dynamic and additional risk factors that might be present as a result.

#### Female genital mutilation (FGM)

Female genital mutilation (FGM) means all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL will make sure that staff have appropriate training to prepare them for spotting signs that a child has been affected by FGM or is at risk of FGM.

This policy sets out the procedures to be followed if a staff member discovers that an act of FGM has been carried out or suspects that a child is at risk of FGM.

Signs that FGM might happen:

- A relative or someone known as a 'cutter' visiting from abroad.
- A special occasion or ceremony takes place where a girl 'becomes a woman' or is 'prepared for marriage'.
- A female relative, like a mother, sister or aunt has undergone FGM.
- A family arranges a long holiday overseas or visits a family abroad during the summer holidays.
- A girl has an unexpected or long absence from school.
- A girl struggles to keep up in school.
- A girl runs away – or plans to run away - from home ([NSPCC](#)).

Signs FGM might have taken place:

- having difficulty walking, standing or sitting.
- spending longer in the bathroom or toilet.
- appearing quiet, anxious or depressed.
- acting differently after an absence from school or college.
- reluctance to go to the doctors or have routine medical examinations.
- asking for help – though they might not be explicit about the problem because they're scared or embarrassed ([NSPCC](#)).

Useful information:

[Female Genital Mutilation Statutory Guidance](#)

[Local partnership guidance](#)

#### Forced marriage

A forced marriage is non-consensual. Either person could be forced/pressured in several ways, including physically, psychologically, financially, sexually and emotionally. It is a criminal offence in England and Wales.

An arranged marriage is different. The families of both spouses take a leading role in arranging the marriage, but the choice of whether or not to accept the arrangement remains with those who are considered for marriage.

We are aware that the legal age for marriage in the UK has risen to 18, regardless of parental consent. The DSL will follow the local safeguarding procedure and, if necessary, seek advice from the Forced Marriage Unit on 020 7008 0151 if a concern comes to their attention.

Useful information:

[Freedom charity](#)

[Handling cases of forced marriage guidance](#)

[National FGM Centre](#)

### Modern slavery

Modern slavery is a crime whereby a person uses another person, by means of deception or coercion, as a possession for the purposes of exploitation. We are aware modern slavery exists in the UK and that some victims are children.

Common places modern slavery occurs includes:

- The sex industry, including brothels.
- Retail: nail bars, hand car washes.
- Factories: food packing.
- Hospitality: fast-food outlets.
- Agriculture: fruit picking.
- Domestic labour: cooking, cleaning and childminding.

Victims can be forced into criminal activities such as cannabis production, theft or begging.

The DSL will seek advice and support from children's services who may in turn make a referral to the National Crime Agency via the National Referral Mechanism (NRM). Further advice can be provided directly by the modern slavery helpline on 0800 012 1700.

Useful information:

[Modern slavery: how to identify and support victims](#)

### Private fostering

A private fostering arrangement is when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. Close relatives are defined as step parents, grandparents, brothers, sisters, uncles or aunts. It applies to children under the age of 16, or under 18 if the child is disabled.

Tiffin Girls' School is aware that, by law, a parent or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. We have a duty to inform children's services of this arrangement if they have not been notified, but we will encourage parents and private foster carers to do so in the first instance.

Useful links:

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

[Local partnership guidance](#)

### Preventing radicalisation and extremism

While some children are more susceptible, any child can be radicalised into terrorism. We take our statutory duty to prevent children from becoming terrorists or supporting terrorism seriously.

### Radicalisation

Is the process of a person legitimising support for, or use of, terrorist violence. It can occur over a period of time or quickly.

### Extremism

Is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This includes calling for the death of members of the armed forces.

## Terrorism

Is an action that:

- endangers or causes serious violence to a person/people
- causes serious damage to property, or
- seriously interferes or disrupts an electronic system.

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

To prevent children from being radicalised into terrorism, we make sure:

- Our filtering and monitoring systems will prevent and protect children from accessing extremist material.
- Children are taught about British Values and staying safe online via the curriculum.
- Children are provided with a safe space to discuss controversial issues and the skills they need to challenge extremist views.
- Staff are trained to spot the indicators of radicalisation and extremism and how to report concerns as soon as possible.
- The DSL attends Prevent awareness training and is aware of the latest guidance.
- We perform a risk assessment assessing how our learners or staff may be at risk of being radicalised into terrorism (including online) using the counter terrorism local profile and updates from the local partnership.

The Educate against hate government website lists signs that could indicate that a child is being radicalised:

- becoming increasingly argumentative
- refusing to listen to different points of view
- unwilling to engage with children who are different
- becoming abusive to children who are different
- embracing conspiracy theories
- feeling persecuted
- changing friends and appearance
- distancing themselves from old friends
- no longer doing things they used to enjoy
- converting to a new religion
- being secretive and reluctant to discuss their whereabouts
- changing online identity
- having more than one online identity
- spending a lot of time online or on the phone
- accessing extremist online content
- joining or trying to join an extremist organisation

Useful links:

[Local partnership guidance](#)

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

## Child abuse linked to faith or belief

This type of abuse can happen anywhere across any community and/or religion. There are a variety of definitions associated with abuse linked to faith or belief. It can include, but is not limited to, the concept of belief in:

- Witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs).
- The evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context).
- Ritual or multi-murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies.
- use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

If you suspect a case of child abuse linked to faith or belief, follow the safeguarding procedures in this policy. In addition, the Metropolitan Police's Project Violet team can be contacted on the non emergency, 24/7 number: 101.



Useful links:

[Metropolitan Police advice](#)

[Short Youtube introduction video](#)

[Fabricated or induced illnesses](#)

Staff at Tiffin Girls' School are alert to the issues surrounding fabricated or induced illnesses.

Fabricated or induced illness (FII) is a rare form of child abuse. It happens when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. Our supporting children with medical needs policy details our procedure for ensuring reported medical needs are evidenced by medical professionals.

Useful link:

[The Royal College of Paediatrics and Child Health \(RCPCH\) guidance](#)

## **Safeguarding at The Tiffin Girls' School**

This school is committed to safeguarding and promoting the welfare of young people. It expects all staff, volunteers and visitors to share this commitment. To fulfil this commitment, we have a safeguarding policy and related procedures fully in place. All staff (including supply staff, volunteers and governors) must ensure that they are aware of these procedures. Parents and Carers are encouraged to read the Safeguarding policy, which is available on the school website.

If you are concerned about any student's well-being, you are obliged to record your concern and report to one of the Designated Safeguarding Leads as soon as possible the same day. If you are a visitor, then please go to reception to locate a member of the Designated Safeguarding team. It is important not to conduct your own investigation.

The Designated Safeguarding Leads in school are:



**Mr Batchelor**  
DSL



**Mrs Kilpatrick**  
Deputy DSL  
(Sixth Form)



**Ms Kilburn**  
Deputy DSL



**Miss Smith**  
Deputy DSL



**Mr Hares**  
Deputy DSL

The Safeguarding Team can be contacted by email: [DSL@tiffingirls.org](mailto:DSL@tiffingirls.org)

On occasion, we may need to share information and work in partnership with other agencies when there are concerns about a young person's welfare. We will ensure that concerns about our students are discussed first with their parents/carers, unless we have reason to believe that this would be contrary to their welfare.

If your concerns relate to the actions or behaviour of a member of staff regarding safeguarding of students then you should report this to the Headteacher. If your concern relates to the Headteacher then you should report this to the Chair of Governors.

Mr Keary  
Headteacher  
1 September 2024

