



NORLAND PLACE SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY (including Low Level Concerns) (Whole School, including EYFS)

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1. INTRODUCTION

All schools are required to have a Child Protection Policy that guides the procedures and practices for staff to safeguard children and promote their welfare.

Norland Place takes its duty towards all its pupils who have been entrusted to its care very seriously and seeks to provide a school environment where all children are safe, secure, valued, respected, and listened to. Safeguarding is everyone's responsibility.

We adopt a whole school, child centric approach to safeguarding. All staff understand that they have a significant role in safeguarding children and will take all reasonable measures to ensure that the risk of harm to children's welfare, or impairment of children's mental or physical health or development is minimised. All staff also understand

that, where any concerns about a child's welfare arise, we will take all appropriate action to address those concerns, working in full partnership with other agencies.

We recognise that a range of other school policies play a central role in many aspects of safeguarding and child protection. This document should therefore be read in conjunction with our school policies for:

- Anti-Bullying
- Behaviour Management
- E-safety and AUA
- Health & Safety
- Missing Child Policy
- Staff Code of Conduct
- Whistle Blowing

Our procedures will be followed by all adults, including volunteers, working with or on behalf of the school. This Safeguarding and Child Protection Policy is written with due regard to national guidance from the Secretary of State given in: The Children Act 1989 and 2004, "Keeping Children Safe in Education" (2025):

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

"Working Together to Safeguard Children" (2023):

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

"Prevent" (2015) :

<https://www.support-people-susceptible-to-radicalisation.service.gov.uk>

and Coronavirus: Safeguarding in schools, colleges and other providers (2020)

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

School procedures for safeguarding children are compliant with procedures which have been adopted by the Safeguarding Partnership This policy is available to all parents on our website: www.norlandplace.com

GUIDING PRINCIPLES FOR PROTECTING CHILDREN

The Headmaster and SMT will ensure that the principles identified below, many of which derive from the Children Act 1989, are understood by all staff.

- All children have a right to be kept safe and protected from abuse
- Child abuse can occur in all cultures, religions and social classes
- Staff must be sensitive to families' cultural and social background and avoid stereotyping or assumption
- Children must have the opportunity to express their views and be heard
- If there is a conflict of interests between the child and parent, the interests of the child must be paramount
- The responsibility to initiate agreed procedures rests with the individual who identifies the concern
- All staff must endeavour to work in partnership with those who hold parental responsibility for a child
- Information in the context of a child protection enquiry must be treated as CONFIDENTIAL and only shared with those who need to know
- All staff have access to appropriate and regular training
- The school will allow staff sufficient time to carry out their duties in relation to child protection and safeguarding

2. RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead (DSL) for child protection throughout the whole school is the Deputy Head, Jonathan Ellen. The Deputy Designated Safeguarding Lead (DDSL) is the Headmaster, Patrick Mattar. They undertake to –

- Ensure all staff are familiar with school and Safeguarding Partnership procedures and guidelines for identifying and reporting abuse, including allegations of abuse against staff and child-on-child abuse. Their experience and expertise is utilised when shaping safeguarding policies
- Ensure all staff receive relevant training, including staff who are temporary or start mid-year. This includes training on Prevent and Channel, e-safety (including filtering and monitoring) and how to report child-on-child abuse.
- Ensure the child's wishes and feelings are taken into account when determining what action to take. Systems to report abuse should be easily understood for children, they should know that their concerns will be treated seriously and they can safely express their views and give feedback.

- Refer all cases of suspected abuse to the local authority children’s social care and provide as much information as possible to children’s social care to enable a contextual approach to address such harm. Be proactive in sharing concerns about the safety and welfare of children.
- Follow procedures for referral to the Local Authority Designated Officer (LADO) if there are concerns about an adult working with children
- Adhere to Safeguarding Partnership, Department for Education (DfE) and school procedures with regard to referrals where concerns about possible abuse exist
- Be responsible for co-ordinating action and liaising with relevant school staff and support services over child protection issues
- Work with multi-agency partners as outlined in Working Together to Safeguard Children (2023) and the Mental Health Team when concerns are linked to mental health
- Be aware of all children within the school who are the subject of a Child Protection Plan or who are Looked After Children and ensure the child’s social worker is informed if such children are subject of an exclusion from the school
- Be aware that children who have a Child in Need or Child Protection Plan could be vulnerable to further harm, as well as being educationally disadvantaged. They could also face barriers to attendance, learning, acceptable behaviour and mental health. Local authorities should share information on these children with the DSL so decisions can be made to promote the best interests of the child’s safety, welfare and educational outcomes. Refer to the Children in Need review ‘Improving the educational outcomes of Children in Need of help and protection’ for further guidance <https://www.gov.uk/government/publications/review-of-children-in-need>
- Follow ACE guidelines to monitor attendance at school and ensure that any child currently on the Child Protection register who is absent without explanation for any significant period of time is referred to Social Services
- Be aware of the Early Help programme and either refer families to statutory services or manage internally, depending on the concerns. Take part in discussions with the relevant agencies to support families
- Meet with the parents of any child with attendance falling to 85%
- Report to the DBS, within one month of their leaving the school, any person whose services are no longer used because he or she is considered unsuitable to work with children
- Report any private fostering arrangements to the local authority
- Ensure the school is represented at child protection case conferences and that written reports are provided as required. Share, hold and use information to promote children’s welfare, including their educational outcomes.
- Be aware of new legislation, guidance, policy and procedures in the area of Safeguarding and Child protection and provide updates to staff through a variety of informal forums
- Ensure the curriculum is in line with RSE statutory guidance and teaching and assessment of this area is the same as for other curriculum area
- Conduct an annual review into safeguarding procedures with the Advisory Panel
- Act as a source of support, advice and expertise to staff on matters of safety, safeguarding and Prevent duty and when deciding whether to make a referral by liaising with relevant agencies
- Participate in general awareness training regarding radicalisation and other such considerations which may become relevant
- Understand the unique risks associated with online safety and ensure they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Understand that abuse can take place wholly online or technology may be used to facilitate offline abuse and children who are particularly skilled in computing may inadvertently or deliberately stray into cyber-dependent crime.
- Provide E-safety training for staff, pupils and parents annually and for all new staff at induction. Conduct an annual review of our approach to online safety.
- Recognise the additional risks that SEND children face online
- Maintain accurate and secure child protection records in writing with a clear and comprehensive summary of the concern, details of how it was followed up and a note of any action taken, decisions reached and the outcome. These are sent on to next schools separately from the main pupil file, within 5 days. Share information with new schools that would help support children in their new school
- If a crime may have been committed, report it to the police and be aware of need for child to have an ‘appropriate adult’ present during investigations
- Where allegations of abuse or assault have been made against a pupil, a risk-assessment of the situation to ensure the safety of all pupils is carried out

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them. Ensure children know they can approach any member of staff with a safeguarding concern.
- Refer Prevent concerns to Prevent team
- Undertake a Prevent risk assessment
- Understand that the use of 'reasonable force' to safeguard children means using no more force than is needed
- Understand that child-on-child abuse may occur inside or outside the school, and, in particular, sexual violence and sexual harassment. Child-on-child abuse includes bullying, cyberbullying, physical abuse, sexual violence and sexual harassment, sexting and so-called initiation ceremonies. It may take place wholly online or used to facilitate offline abuse.
- Incidents of child-on-child abuse will be investigated by discussions with relevant staff, the victims, alleged perpetrators and parents with details written records kept. Victims and perpetrators are supported as appropriate. Safeguarding Partners' advice and guidance on thresholds will be followed when dealing with allegations.
- Minimise the risk of child-on-child abuse by inclusion in the curriculum, detailed record keeping on ISAMS (reviewed half termly) communication with staff, children and parents. Understand that this type may include sexual assault, sexual abuse and harassment and misogyny
- Ensure children know they can talk to any member of staff, use the worry box, phone Childline or contact Shore Space if they are suffering from child-on-child abuse
- Recognise that even if there are no reported cases of child-on-child abuse we assume it will be happening
- Have a zero-tolerance approach to child-on-child abuse
- Recognise that it is more likely that girls are victims, and boys are perpetrators of child-on-child abuse and it can take different forms such as bullying, cyberbullying, abuse in personal relationships, physical and sexual abuse, consensual or non-consensual sharing of photos, A.I. generated images and videos (including nudes and semi-nudes), causing someone to engage in sexual activity without consent, upskirting and initiation rituals. Recognise that siblings of victims may also need support.
- Follow Part 5 of KCSIE (2025) for any allegations of sexual violence and sexual harassment
- Be aware of GDPR as detailed on KCSIE (2025)
- Support staff with low level concerns and concerns about members of staff which should be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible.
- Review records of low-level concerns to look for patterns and if they appear to decide on course of action.
- Provide LGBT children and gender questioning children with a trusted adult with whom they can be open with.
- Ensure we have the appropriate filtering and monitoring systems in place and regularly review their effectiveness.

3. RESPONSIBILITIES OF SCHOOL STAFF/VOLUNTEERS

Staff are expected to provide a safe and caring environment in which children can develop the confidence to voice ideas, feelings and opinions. Children should be treated with respect within a framework of agreed and understood behaviour. The new RSHE curriculum is used as an opportunity to teach safeguarding.

All children deserve the opportunity to achieve their full potential. The purpose of all intervention is to safeguard and promote the welfare of the child.

We recognise the importance of children receiving the right help at the right time to address risks and prevent issues escalating. Acting on, and referring, early signs of abuse and neglect are therefore of great importance.

All school staff/volunteers have a responsibility to report suspected abuse to the Designated Safeguarding Lead to ensure the safety and well-being of the pupils in their school.

In doing so they should never hesitate to seek advice and support as necessary from the Designated Safeguarding Lead. **Teachers do not decide if something is or is not a safeguarding/child protection issue**, however whilst normal practice is for the Designated Safeguarding Lead to make referrals, any member of staff may make a referral to external agencies. Similarly, inaction on anyone's part in connection with child protection issues should be challenged.

All school staff are expected to:

- Be familiar with the signs and symptoms of abuse (see Appendix)
- Report concerns (including concerns about other staff/professionals) or Prevent to the Designated Safeguarding Lead or follow procedure on the Whistleblowing Policy. **NB Referrals about concerns do not necessarily have to emanate from a disclosure**
- Be aware that they can contact RBKC LSCB directly to discuss any concerns about children or adults. Contact details are at the bottom of section 3 and in section 28
- Reassure any victims that they are being taken seriously and they will be supported and kept safe. A victim should never be given the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment. No victim should ever be made to feel ashamed for making a report
- Be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and /or they may not recognise their experiences as harmful. This could be because they feel embarrassed or are being threatened and could be due to factors such as a disability. Staff should have a professional curiosity, speaking to the DSL if they have any concerns and determining how to best build trusted relationships to facilitate communication.
- Build trusted relationships with children to facilitate communication
- Report directly to the police disclosures or observation of the physical signs of FGM
- Monitor and report on, as required, the welfare, private fostering arrangements and progress of all pupils
- Monitor attendance and report any repeated absences (attendance falling to 85%) to the DSL
- Understand that the use of 'reasonable force' to safeguard children means using no more force than is needed
- Be aware of the potential benefits of Early Help for a child
- Be aware of the potential of individuals outside a family causing harm to a child
- Be aware of the potential for a child to be a victim of criminal sexual exploitation (CSE) and /or child criminal exploitation (CCE) when an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- Be aware 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
- Report to the Head low level concerns and concerns about members of staff
- Contact the Advisory Panel Safeguarding Lead Ros Bowman if they have concerns, including low-level, about the Headmaster. The school secretary has her contact details
- Monitor and report on any children subject to a Child Protection or child in need plan
- Make clear, dated, factual and confidential written records of child protection concerns
- Carry out a Prevent risk assessment and ID check on visitors (except parents) to the school who will be talking to the children
- Respond appropriately to disclosures from children and young people (see below)
- Understand what is meant by child-on-child abuse and that any concerns should be reported to the DSL using the school's Child Protection Concern Form (found at the end of this document and on the Staff Drive). Child-on-child abuse and, in particular, sexual violence and sexual harassment includes bullying, cyberbullying, physical abuse, abuse in relationships, sexual violence and 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, upskirting and so-called initiation ceremonies. This can happen inside and outside school and online and even if there are no reports by children it does not mean it is not happening. It must never be dismissed as 'banter' or 'having a laugh'. Reassure any victims of child-on-child abuse that they are being taken seriously and explain that the law is there to protect children.
- Know some of the indicators that signal children are at risk from, or involved with violent crime. Any concerns staff should speak to the DSL or DDSL.
- Minimise the risk of child-on-child abuse by vigilance around the school, detailed record keeping on behaviour and friendship logs (reviewed half termly) communication with staff, children and parents. Understand that this type may include sexual assault, sexual abuse and harassment and misogyny
- Take immediate action if they have a mental health concern about a child that is also a safeguarding concern
- Know the importance of eSafety and filtering and monitoring and to approach the DSL with any concerns

Local Safeguarding Children's Partnership contact details -

<https://www.rbkc.gov.uk/lscp/information-professionals-and-volunteers/useful-safeguarding-contacts-professionals>

4. RESPONDING TO, AND REPORTING CONCERNS ABOUT, INDIVIDUAL CHILDREN

Concerns where a disclosure is made:

All children at Norland Place must be able to place their trust and confidence in any adult working in the school. They must feel sure that they can speak about any worries or concerns they may have and that they will be listened to, taken seriously and responded to appropriately. All staff and volunteers working at the school must therefore know what to do if a child chooses to talk to them about any matter which raises child protection concerns.

Whenever a child reports that they are suffering or have suffered significant harm through abuse (either from adults or fellow pupils) or neglect, or have caused or are causing physical or sexual harm to others, the initial response from staff/volunteers should be limited to listening carefully to what the child says in order to:

- Clarify the concerns
- Offer reassurance about how the child will be kept safe
- Explain what action will be taken and within what timeframe

The child must not be pressed for information, led or cross-examined or given false assurances of absolute confidentiality, as this could prejudice police investigations, especially in cases of sexual abuse.

If the child can understand the significance and consequences of making a referral to LA children's social care, they should be asked their view.

However, it should be explained to the child that whilst their view will be taken into account, the member of staff/volunteer has a responsibility to take whatever action is required to ensure the child's safety and the safety of other children.

All staff must therefore:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the child's right to privacy but not promise confidentiality.
- Reassure the child that s/he has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared must be passed on.
- How to report concerns of a child in need > act immediately > DSL> early help/pastoral support/children's social care, as appropriate
- How to report concerns of a child at risk > DSL> children's social care/police if crime committed – immediately/24 hours/one working day OR referral can be made direct
- Report what has been disclosed to the Designated Safeguarding Lead in the school as soon as possible.
- Record in a clear and precise way what you have been told, as soon as is practicable, using the child's actual words. In most cases, it is not appropriate to write down during the disclosure. Specific facts relating to named people, dates, places, times and context of disclosure should be recorded accurately. If any injuries are visibly shown, record where they are and what they look like (do not ask a child to remove clothing to show you injuries). The school's Child Protection Concern Form (found at the end of this document and on the Staff Drive) may be used for this.
- If unsure about GDPR procedures when sharing information refer to <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Ensure you have signed your name legibly and dated and timed the record.
- Staff must not discuss the allegation with the child, family members or colleagues.
- Staff are able to make a referral direct to social care.
- Does not require parental consent for referrals to statutory agencies.

Designated Safeguarding Lead:	Mr Ellen	Tel: 020 7603 9103	email: deputyhead@norlandplace.com
Deputy Designated Safeguarding Lead:	Mr Mattar	Tel: 020 7603 9103	email: registrar@norlandplace.com

The Designated Safeguarding Lead will:

- Assess any urgent medical needs of the child.

- Consider whether the child has suffered, or is likely to suffer significant harm or, alternatively, is in need of additional support from one or more agencies. The former will be reported to children's social care immediately; the latter will lead to inter-agency assessment using local processes. Action will also be taken to promote the welfare of a child in need of support, even if they are not suffering harm or are at immediate risk.
- Check whether the child is currently subject to a Child Protection Plan or has been previously subject to a plan.
- Confirm whether any previous concerns have been raised by staff.
- Inform the parents / carers of the child of any concerns only once the Local Authority Duty Team leader has been consulted and their advice sought.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child at further risk of harm because of delay or the parent's possible actions or reactions
- Seek advice if unsure whether a child protection referral should be made.
- If the child discloses sexual abuse or sexual abuse is suspected the child will not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given.
- If a report is made to the police concerning FGM, the girl and parents should, if possible, be advised in advance of /in parallel with the report being made unless there is thought to be a risk of serious harm to an individual or the family fleeing the country.
- If dealing with abuse by one or more pupils against another, assess whether the school's internal sanctions are adequate or whether the case needs to be referred to external agencies. Such assessment will be made with reference to the legal threshold, where there is a risk of significant harm. Where the threshold is found to be met, referral to an external agency will be made.
- Only share information on a 'need to know' basis and ensure that it is treated in absolute confidence.
- Refer to <https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf> when deciding when to call the police

The Designated Safeguarding Lead will either make a referral to the child's local authority children's services duty or referral & assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority. In the case of the latter, concerns will be reassessed should a situation not improve.

FGM

If staff are informed by a girl that an act of FGM has been carried out on her or observe physical signs which appear to show that an act of FGM has been carried out and they have no reason to believe that the act was necessary for the girl's physical or mental health a report must be made to the Metropolitan Police as soon as possible by telephoning 101. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. DSL to be informed as soon as possible and a comprehensive record to be kept of any discussions.

If the disclosure is by someone other than the victim then contact the DSL.

Where there is a risk to life or likelihood of serious immediate harm due to FGM or so-called 'honour-based' abuse, staff should report the case immediately to police, including dialling 999 if appropriate.

Concerns where a disclosure has not been made

In cases where a member of staff/volunteer has child protection concerns where a disclosure has not been made, they must:

- Note and record their observations on the school's Child Protection Concern Form (found at the end of this document and on the Staff Drive)
- Report their concerns to the DSL (details above)

In such cases, the DSL's actions will be as above, and may include liaison with/referral to external agencies.

The Designated Safeguarding Lead will keep a written record of all contact with other agencies.

All paperwork relating to child safeguarding will be kept in a locked cabinet.

Staff concerned that a girl may be at risk of FGM, or may have experienced FGM but has not made a disclosure or the member of staff has not observed physical signs contact the Designated Safeguarding Lead.

5. STAFF TRAINING AND SUPPORT

All staff including non-teaching staff, temporary staff and volunteers, receive induction training in Safeguarding and Child Protection. This includes:

- The school's Safeguarding and Child Protection Policy including Children Missing from Education (CME)
- The staff Code of Conduct
- The identity of the school's Designated Safeguarding Leads
- A copy of Part 1 and Annex B of Keeping Children Safe in Education (2025)
- A copy of What to do if you're worried a child is being abused, Advice for practitioners (2015)
- Prevent Duty (2015) and completion of Prevent Awareness Learning <https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html> and Prevent Referrals E-learning modules https://www.elearning.prevent.homeoffice.gov.uk/prevent_referrals/01-welcome.html
- e-safety policy and Acceptable Use Agreement
- The school's whistle-blowing policy
- The school's behaviour policy
- The school's e-safety and A.I. policies.
- Self-declaration for Disqualification under the Childcare Act 2006 where appropriate
- Awareness of the risks with regard to radicalisation and how to identify children and young people at risk, Prevent duty, referral to Channel and risk assessment and ID check (except parents) of visitors to the school
- Awareness of those at risk of FGM and the signs that it may have been carried out (see appendix)
- Awareness of what constitutes child-on-child abuse or sexual violence and sexual harassment and how to report it to the DSL
- Awareness of <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health> for support on teaching about relationships, sex and health

In addition to this, visiting teachers/tutors/volunteers receive a Safeguarding Handbook, which contains the above and all other relevant school policies. Staff sign the Code of Conduct to show these have been read.

Temporary catering staff receive training from the kitchen manager, who is inducted in the school's procedures by the DSL and reports to the DSL should any concerns arise.

The most recent whole staff training was provided by Jonathan Ellen on 2/9/25. All staff also complete the Educare Child Protection and Prevent Training.

All staff are required to re-read Part One and Annex B of "Keeping Children Safe in Education" (2025) at the beginning of each academic year and "What to do if you're worried a child is being abused, Advice for practitioners" (2015), Prevent Duty (2015) as well as the school policies that relate to safeguarding.

The school's DSL, Mr Ellen and DDSL, Mr Mattar, undertake specific child protection training related to their role at least every two years. The Advisory Panel Safeguarding Lead, Ros Bowman undertakes training every two to three years to help with her oversight of safeguarding in the school. Training includes how to recognise radicalisation and the risks to young people. They are aware of the appropriate actions required under the 'Prevent duty'.

The most recent training for the Designated Safeguarding Lead (Mr Ellen) was provided 17/9/25 by Kensington and Chelsea Council.

The most recent training for the Deputy Designated Safeguarding Lead (Mr Mattar) was provided on 18/03/2025 by the Safeguarding Partnership.

The most recent Safeguarding for Governors training for the Advisory Panel Designated Safeguarding Lead (APDSL) Ros Bowman was provided on 24/11/24 by the Bi Borough Safeguarding Children Board. Training for Jill Freinberg was on 8/2/23.

The most recent e-safety training was provided by Childnet on 12 November 2024. Online training including filtering and monitoring also provided by Educare.

6. GUIDANCE TO STAFF: CODE OF CONDUCT

Staff should behave in a professional manner at all times, always mindful of their Child Protection obligations in line with this general policy. The school has a staff Code of Conduct, to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or allegations of harm to a pupil.

All new members of staff are required to read and countersign the staff Code of Conduct upon joining the school. A copy of this document can be found in the Staff Handbook.

7. SAFEGUARDING CONCERNS AND ALLEGATIONS OF ABUSE AND LOW LEVEL CONCERNS AGAINST STAFF, INCLUDING SUPPLY TEACHERS, CONTRACTORS, VOLUNTEERS, THE HEADMASTER OR THE DSL

Norland Place recognises that because of staff daily contact with children in a variety of situations, including the caring role, teachers, other school staff and volunteers are vulnerable to accusations of abuse.

The school further recognises that, regrettably, in some cases such accusations may be true. The school, therefore, expects all staff to follow the agreed procedures for dealing with allegations against staff.

Where an allegation is made against a member of staff or volunteer, the person who receives the allegation should listen, record the details and explain that they will speak to the relevant person as outlined below:

- If an allegation concerning another member of staff or volunteer is made, the Designated Safeguarding Lead must immediately be contacted
- If an allegation concerning the Headmaster is made the person who receives the allegation must contact the Local Authority Designated Officer directly

If an allegation is made against the DSL who is not the Headmaster, the Headmaster must immediately be informed. The Headmaster will immediately contact the LADO. If there is a conflict of interest in reporting to the Headmaster staff will report to the LADO direct.

The school will refer to and follow guidance in KCSIE (2025) to decide whether the allegation meets the harms threshold, or is a low level concern. Allegations that may meet the harms threshold include behaviour that has harmed a child, committing a criminal offence against or relating to a child, behaving in a way that indicates they may pose a risk to children and behaving in a way that indicates they may not be suitable to work with children. Examples of low level concerns include being over friendly with children, having favourites, taking photographs of children on their mobile phone, engaging with a child on a one-to-one basis in a secluded area or using inappropriate language.

Any low level concerns are to be made directly to the Headmaster, who will collect as much evidence as possible with the person who raised the concern, to the individual involved and any witnesses. Openness and transparency are key at all times. Reports will be recorded in writing with the details, the context in which it arose and action taken. The name of the person will be noted, respecting wishes to remain anonymous as far as it reasonably possible. Records will be reviewed so potential patterns of problematic behaviour can be identified and responded to. Any patterns will be referred to the LADO. The school will consider if there are wider cultural issues that enabled the behaviour to occur and ways to address this.

The DSLs and Advisory Panel Safeguarding Lead will discuss an allegation that meets the harms threshold against a member of staff with the Local Authority Designated Officer (LADO) immediately. This includes if the member of staff has allegedly behaved in a way that indicates they may not be suitable to work with children. In all cases the school will not undertake any investigation unless instructed by the LADO. The LADO provides advice in such circumstances and presides over the investigation of any allegation or suspicion of abuse directed against anyone working in the school. They will also consult the LADO if they are unsure whether concerns meet the harm threshold.

Reports and low level concerns about supply staff and contractors will be passed to their employers so potential patterns of inappropriate behaviour can be identified.

Low level concerns regarding the Headmaster should be referred to the Advisory Panel Safeguarding Lead Ros Bowman who will contact the LADO for advice. The school secretary has her contact details.

Contact Details for the LADO are given below.

The school will follow LA procedures for managing allegations against staff, along with guidance given in Part 4 of Keeping Children Safe in Education (2025). The LADO is informed of the school's proprietorial structure and the names of the Partners.

Discussions with the LADO will be recorded in writing and communication with the individual and the parents of the child/children agreed with the LADO.

The school will give due weight to the views of the LADO when making a decision about suspension or other arrangements. The school will also uphold its duty to make every effort to maintain confidentiality up to the point where an accused person is charged with an offence, or the DfE/TRA publishes information about an investigation. The school will report professional misconduct to the TRA.

We will always refer to the DBS any person (whether employed, supply staff, contracted, a volunteer or student) whose services are no longer used for regulated activity where the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child, whether they have been dismissed or would have been had they not resigned. We understand that failure to do this is a criminal offence.

We will also consider whether to make a referral to the Secretary of State via the Teacher Regulation Agency (RHSE) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate (e.g. for unacceptable professional conduct). Such a referral may be made where a dismissal does not reach the threshold for DBS referral.

8. SAFER RECRUITMENT: APPOINTMENT OF STAFF

The school has a Recruitment, Selection and Disclosures Policy and Procedure, which gives full details of measures taken to ensure safer recruitment.

The school follows Safer Recruitment procedures in accordance with the Disclosure and Barring Service (DBS), the DfE's Keeping Children Safe in Education (2025), ISI Regulatory Requirements (2014) and Regulation 4A of the Independent School Standards Regulations 2010.

Safer recruitment practice includes scrutinising application forms, verifying identity, verifying academic or vocational qualifications (as relevant), obtaining professional and personal references, verifying the authenticity of these, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. Safer recruitment also includes undertaking interviews and conducting appropriate background checks.

New staff employed by the school and volunteers engaged in regulated activity will undergo a DBS check in line with the above guidance and regulations. All volunteers will undergo a risk assessment. Teaching staff will also undergo a Secretary of State Prohibition Order check in line with the above guidance and regulations.

The school requires that staff inform the school if there is a change, any convictions, court orders, prohibition orders, reprimands and warnings which may affect their suitability to work with children.

To promote safer recruitment and selection, the following procedures will also be followed:

- Documentation sent out to potential candidates will make it clear that child protection is a high priority of the school and that rigorous checks will be made of any candidate before appointments are confirmed
- Candidates will, upon short listing, be required to complete the school's official application form and CVs will not be considered
- Internet searches are carried out on shortlisted candidates, agreed to in writing before the search
- All references taken up will be verified by telephoning referees
- A reference will always be required from the last employer
- At interview, candidates will be asked to account for any gaps in their career/employment history;
- At interview, candidates will be asked a safeguarding question, a satisfactory response is recorded on the interviewee cover sheet
- Candidates will be made aware that all staff are subject to a full DBS check
- An up to date single central record detailing the range of checks carried out on our staff and volunteers is kept;

- All new appointments to the school workforce from overseas are subject to additional checks as appropriate;
- The school will verify that any agency supplying staff to the school, or any agency that comes into contact with children, has carried out appropriate checks on their staff;
- Where children are being looked after by staff of another organisation (e.g. residential trips) the school will obtain assurance that appropriate checks have been applied to these staff;
- Identity checks are carried out on all appointments to our school workforce before the appointment is made, ideally using a birth certificate where possible
- Prohibition from teaching and prohibition from management checks are carried out
- The school community is advised of appointments of regular parent volunteers
- HR files and the SCR are checked by a member of SMT and the Advisory Panel.

Patrick Mattar (Headmaster) has undertaken and completed the National College for School Leadership Safer Recruitment Training. Jonathan Ellen (Deputy Head) has undertaken and completed the Safer Recruitment Course on 02/10/25. These staff members will be in attendance at interview for all staff. The school community are informed of volunteer appointments, in order to allow them to make any concerns known to the DSL.

9. SAFEGUARDING: PROVIDING A SECURE ENVIRONMENT

All parents and carers of pupils who attend Norland Place must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep them safe at school. We will accomplish this by:

- Promoting a caring, safe and positive environment within the school
- Ensuring that our staff are appropriately trained in safeguarding, child protection and Prevent according to their role and responsibilities
- Encouraging the self-esteem and self-assertiveness of all pupils through the curriculum so that the children themselves become aware of danger and risk and what is acceptable behaviour and what is not
- RSHE is used to help teach children about safeguarding
- Understanding the additional safeguarding challenges for children with SEND including; awareness that behaviour, mood and injury may relate to possible abuse, not just their SEN or disability, awareness of their higher risk of group isolation, the disproportionate impact of bullying, difficulties with communication and their potential need for additional pastoral support
- Working in partnership with all other services and agencies involved in the safeguarding of children
- Displaying appropriate posters that detail contact numbers for child protection help-lines
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our school
- Welcoming visitors in a safe and secure manner
- Undertaking risk assessments when planning school activities or trips
- Ensuring that any groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy
- Undertaking a Prevent risk assessment / ID check for visitors (except parents) to the school who will be talking to children
- Understanding that a child's social sphere outside school may give rise to safeguarding considerations

WORKING TOGETHER WITH PARENTS/CARERS

Pupil Information

We recognise the importance of keeping up-to-date and accurate information about pupils. We ask all parents/carers to provide us with the following information and to notify us of any changes that occur.

- names and contact details of persons with whom the child normally lives
- names and contact details of all persons with parental responsibility
- at least 2 emergency contact details where possible and parents are regularly reminded to update the details if necessary
- details of any persons authorised to collect the child from school (if different from above)
- any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- name and contact detail of G.P.
- any other factors which may impact on the safety and welfare of the child

Confidentiality

Information about pupils given to us by the children themselves, their parents or carers, or by other agencies will be treated as confidential. Staff will be given relevant information only on a “need to know” basis in order to support the child if that is necessary and appropriate.

We are, however, under a duty to share any information which is of a child protection nature. This is done in the best interests of the child and overrides any other duties we have regarding confidentiality and information sharing.

We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main pupil record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any school to which the pupil transfers.

Referrals to partner agencies

If we have a reason to be concerned about the welfare of a child we will always seek to discuss this with the child’s parents or carers in the first instance. On occasion, according to the nature of our concern, it may be necessary for us to make an immediate referral to Family and Children’s Services when to do otherwise may put the child at risk of further harm either because of delay, or because of the actions of the parents or carers.

10. CURRICULUM

We believe that the school curriculum is an important means of teaching children about safeguarding including esafety, how to build resilience to the risks of radicalisation and how to question the source and intention behind on-line material. We understand that school is the safest place to learn about the risks and develop the skills necessary to challenge extremism and extremist arguments. Teachers aim to ensure that curriculum development meets the following objectives (these are often met through the PSHEE and citizenship curriculum):

- Developing pupil self-esteem;
- Developing communication skills;
- Informing about all aspects of risk;
- Developing strategies for self-protection;
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- Developing non-abusive behaviour between pupils to minimise the risk of child-on-child abuse

The curriculum deals with safeguarding in two ways:

Firstly, in subjects such as PSHEE, relevant discussions around related issues take place with the children. Topics include such themes as Drugs, Alcohol, Sex and Relationships, Stranger Danger, British Values and e-safety issues. Children are encouraged to explore and discuss these issues.

Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices explained, such as using equipment properly in PE, Science and Design and Technology. Appropriate staffing levels will be maintained at all times when the curriculum is being delivered outside of the school site. Appropriate and agreed pupil/adult ratios are always maintained. The lead adult for an activity always carries out a risk assessment of the visit or trip to ensure children are safeguarded and protected from harm before the event is finally authorised by the Head/Deputy Head and the School Educational Visits Coordinator.

11. PROMOTING SAFE PRACTICE

We understand that all adults working in or on behalf of our school have a duty to safeguard children and promote their welfare. We aim to provide a safe and supportive environment for our children through the relationship we have with them and their parents or carers and will always seek to ensure that all adults working in our school behave in a manner that fosters this relationship. We will follow Prevent Duty Guidance, as issued by the DfE.

We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

We will complete the Prevent risk assessment when there is a visiting speaker to the school to ensure the content of any presentations and discussions are in line with the British Values and school policy.

All volunteers/ visitors to the school are given a Visitor’s Checklist (see section 32) in advance which provides essential Safeguarding information as well as outlining security and safety details within the school.

12. EARLY HELP

We understand that any child may benefit from early help but we are particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

If staff have any concerns about a child's welfare they act on them immediately, speaking to the DSL who will then follow guidance from KCSIE 2025.

13. INTERNET/E-SAFETY

We safeguard children from potentially harmful and inappropriate online material by teaching online safety as a running and interrelated theme, included in the curriculum and as specific annual training for staff, children and parents. Children are encouraged to use the internet as appropriate within school, but at all times in a safe way and with teacher supervision. Staff sign an 'appropriate usage' form to ensure that they understand the risks and sanctions relating to misuse of the system in and beyond the school. We understand that material deemed as extremist is not appropriate. If staff know of misuse, either by a teacher, staff member, volunteer or child, the issue must be reported to the DSL immediately. We understand that the breadth of issues within online safety is considerable but can be categorised into four areas of risk:

Content – being exposed to illegal, inappropriate or harmful content

Contact – being subjected to harmful online interaction with others

Conduct – personal online behaviour that increases the likelihood of, or causes, harm

Commerce – risks such as online gambling and financial scams

The Headmaster has overall responsibility for internet safety and will have access to all email addresses and passwords provided. The school follows guidelines for Internet use/E-safety as written in the E-Safety Policy, which is located in the Policy Folder.

The school will ensure that:

- filtering software (Sophos Intercept X Advanced) is in place to prevent access to undesirable sites categorised 'not suitable for schools'. This is updated with every new major release by the school's IT engineers. Staff have an awareness and understanding of the provisions in place and know how to escalate concerns when identified.
- monitoring software (Smoothwall) is in place to actively monitor internet use and activity on all school devices
- pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns, the DSL should be informed immediately).
- every effort is made to encourage pupils not to give out their personal details, phone numbers, school, home addresses, computer passwords etc.
- training is provided to pupils, staff and volunteers on e-safety/ A.I. matters annually and where necessary.

We recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of IT and computers. The school's E-safety and A.I. policies gives further information and also includes details regarding the use of social media. Staff are not permitted to use personal laptops and tablets in school.

As children and staff work increasingly online, we have the appropriate measures in place to ensure we all remain safe. See the school's COVID Safeguarding Policy for guidance for use of virtual learning environments and if we return to remote learning for different year groups or the whole school. In this instance we would be regular contact with parents to reinforce the importance of children being safe online. We would make them aware of what their

children are being asked to do online, including the sites they will be asked to access, and be clear who from the school their child is going to be interacting with online.

14. BEHAVIOUR POLICY

Good behaviour is essential in any community and at Norland Place we have high expectations in this area. The school has a Behaviour Policy that must be adhered to by all children. This is shared with parents and is available on the school website and in the Parents' Handbook.

Although the emphasis is always on the positive, there are also times when children have to be disciplined in order to maintain the safety and security of all children.

There are numerous rewards available to children including:

- Stickers, showing another teacher good work, house/class points, certificates/pencils, cups

The sanctions range from:

- having to discuss their behaviour, being removed from the class, loss of playtime, reporting to a member of SMT or the Headmaster, a letter home, exclusion

15. MENTAL HEALTH AND VISITING SCHOOL COUNSELLOR

We understand the important role we have in supporting the mental health and wellbeing of our pupils and are aware 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 use behaviour and friendship logs to record concerns and discuss them with DSL. Access to advice to help support children can be found at <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>. We also include activities to assist with mental health and wellbeing in the curriculum such as PSHEE, P4C and mindfulness.

We also have a visiting school counsellor who is available to offer counselling to children. The counsellor can offer one-to-one sessions by prior arrangement with a child's parents. The counsellor also supports teachers with issues as they arise and delivers whole class workshops on specific topics such as friendship and confidence building.

16. ANTI-BULLYING POLICY

The school has an Anti-bullying Policy that is available in the Staff Handbook and, for parents, in the Parents' Handbook and through the school website. We understand that bullying may take different forms and may include racist or homophobic behaviour. Staff are always alert to the possibility of bullying and vigilant to ensure that, to the best of their knowledge, it does not take place. Although bullying in this school is rare, the school always acts swiftly with a process of investigation, communication and action. Bullying is not tolerated.

17. EQUALITY AND RACIAL TOLERANCE

Issues of racism and discrimination are highlighted in both the PRE and in the PSHEE curriculum. The children will take part in discussions designed to raise awareness and address prejudices. This work ensures that tolerance and equality of opportunity is at the forefront of everything we do.

The school is an equal opportunities employer and this is stated on the Job Description that is forwarded to applicants.

18. PREVENT

The school understands its Prevent duty and is aware that residents of RBKC are considered to have a high risk of radicalisation in comparison to other parts of the UK. Although Prevent is about all forms of radicalisation and extremism, the most prominent threat in RBKC and West London is that from Islamist and extreme right wing groups. The RSE curriculum helps prepare children for life in modern Britain. The Kensington and Chelsea Prevent team is contactable on 02087535727 or by email at prevent3@RBKC.gov.uk.

19. PHOTOGRAPHING AND VIDEOING CHILDREN IN SCHOOL

We take a sensible and balanced approach to photographing and videoing children on the school site. Taking pictures and video images of children's achievements and activities is a wonderful way of celebrating success, communicating and capturing moments in time.

Parents give permission through clause 10 (b) of the Parents' Contract for children's images to be used for school purposes.

Staff are able to use school cameras or computers to take photographs in the school environment and on trips. For certain Prep School events and activities, external devices maybe used to take photographs. In all cases, photographs must be transferred to the photo folder on the school computer network or shared with the Director of Studies or the school office and then deleted from the device.

20. MOBILE PHONES

Staff are not to use mobile phones for either talking or texting in the presence of children or parents. Mobiles phones are only to be used in areas designated for staff only (Resource room, Staff room), except when using them to access ISAMS registration. Within the Pre Prep and EYFS, mobile phones or watches that can take photos are never present.

Reception and Pre Prep classes have iPads that are used by the teacher and teaching assistant to take photographs and record observations. The iPads are never taken out of school.

The school 'WhatsApp' group is monitored by SMT and set to the 'advanced chat privacy' ensuring that conversations cannot be exported and images are not automatically saved to the device on which they are being viewed.

21. WHISTLE BLOWING

If members of staff or volunteers have any concerns about people working, in a paid or unpaid capacity, with children, they have a duty of care (and in some cases a professional duty) to inform the Headmaster / Deputy Head accordingly. Staff can be assured that such issues will be managed with sensitivity. The school has a Whistle Blowing Policy, which is available in the staff handbook and on the Staff drive.

22. STAFF MEDICATION

All staff medication must be securely stored, and out of reach of children, at all times. Ideally staff medication should be stored in the staff room or in the school office.

23. NOTIFICATION FOLLOWING A SERIOUS ACCIDENT

We will notify local child protection agencies of any serious accident or injury to, or the death of, any child while in our care, and we will act on any advice from those agencies.

24. CHILDREN MISSING FROM EDUCATION / ABSENT FROM EDUCATION / ELECTIVE HOME SCHOOLING

We are aware that a pupil's unexpected absence from school could mean that they are at risk from harm. The school's Attendance Champion (SAC) is the Deputy Head and the school's attendance policy is available on its website.

- We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day
- We will always seek to clarify the reason for a child's absence from school with the child's parent or carer as soon as is practicable on the first day
- We will always report a continued absence about which we have not been notified by the parent or carer to the local authority
- We will always report to the local authority the name of any child who has been registered to attend our school but does not arrive on the expected day unless we have received details to notify why the child is absent
- We will report to the local authority the continued absence of a child known or thought to have been taken overseas if the child does not return to school on the expected return date or if no valid reasons have been given for the absence.
- Where a parent has expressed their intention to remove a child from school with a view to educating at home, we will coordinate a meeting with the parents, LA, and other key professionals, using <https://www.gov.uk/government/publications/elective-home-education> as guidance

25. UNCOLLECTED CHILDREN

If a child is uncollected at 16.10 they are taken to the Late Room by a member of staff and their name is recorded on the register by the assistant on duty. Any going home messages are also passed on. The school secretary is notified which children are yet to be collected. The children wait with an assistant in the Late Room for collection.

If a child is not collected within half an hour of the agreed collection time, we will call the contact numbers for the parent or carers. If there is no answer, the Headmaster/Deputy Head/SMT Duty Staff will begin to call the emergency numbers for this child. During this time, the child will be safely looked after.

If there is no response from the parents' or carers' contact numbers or the emergency numbers within a 2 hour period or by the time the premises are closing, the Headmaster will contact the Social Care Duty Officer at Royal Borough of Kensington and Chelsea on 020 7361 3013.

Social Care will make emergency arrangements for the child and will arrange for a visit to be made to the child's house and will check with the Police. We will make a full written report of the incident.

SMT Duty

Members of SMT are available in the school office, on a rota basis from 16:30-18.00 (Monday to Thursday) and may assist staff if an uncollected child situation arises.

We undertake to look after the child safely throughout the time that he or she remains under our care. In addition from 8:00 to 16:00 there will always be at least two teachers on the premises with Paediatric First Aid Training. These are the Deputy Head, Pre-Prep Co-ordinator and Reception Class Teachers.

Uncollected Children after Clubs

If a child has not been collected after a club, it is the responsibility of the club leader to follow the procedure above, ringing parents/nannies when necessary. If a child is not collected within half an hour of the agreed collection time, and the parents/carers cannot be contacted, the club leader/member of SMT on duty will begin to call the emergency numbers for this child. During this time, the child will be safely looked after.

If there is no response from the parents' or carers' contact numbers or the emergency numbers within a 2 hour period or by the time the premises are closing, the Headmaster will contact the Social Care Duty Officer at Royal Borough of Kensington and Chelsea (as above).

26. CHILD-ON-CHILD SEXUAL VIOLENCE, SEXUAL ABUSE AND SEXUAL HARASSMENT

Sexual violence, sexual abuse and sexual harassment can occur between two children of any age and sex, and can occur through a group of children sexually assaulting or sexually harassing a single child, or group of children. We have a zero-tolerance approach to abuse of this kind. Sexual violence and sexual harassment exist on a continuum and may overlap, can occur online and face to face, physically and verbally, and are never acceptable. Staff maintain an attitude of 'it could happen here' and we respond to all reports and concerns including those that have happened at school, outside school or online. Addressing inappropriate behaviour, even if it appears to be relative innocuous, can be an important intervention that helps prevent abusive behaviour in the future.

Children who are victims will likely find the experience very stressful and distressing and could affect their educational outcomes if the alleged perpetrator attends the same school. We are aware of behaviours that can be associated with factors such as intimate personal relationships. We take all allegations seriously but understand that girls are more likely to be victims and boys are more likely to be perpetrators. We will keep all victims safe and supported and never make them feel like they are creating a problem by reporting behaviour. Allegations will involve discussion with children and parents involved, staff and other professionals where necessary. Record keeping will be detailed and recorded on behaviour and friendship logs, using <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> for advice.

We are aware that children may not find it easy to talk to staff about abuse and staff will act on any unusual behaviour or overheard conversations rather than wait to be told about abuse. We will always support victims and take allegations seriously and we understand that how we deal with reports can encourage or undermine the confidence of future victims. We will refer to KCSIE (2025) when deciding how to deal with any allegations, including when a report is found to be unsubstantiated, unfounded, false or malicious. Sexual assault can result in a range of health needs and support is detailed in KCSIE (2025).

27. MONITORING AND REVIEWING OUR POLICY AND PRACTICE

The Advisory Panel and school are aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010.

The school's child protection policies will be reviewed at least annually, during which an update and review of procedures and their implementation will be conducted.

The review will be carried out by the DSL, who will evaluate the implementation of these policy provisions and procedures. Wider review of policy and procedures is carried out by the Advisory Panel annually and at other times when appropriate.

Should there have been a substantiated allegation against a member of staff, the school would work with the LADO to determine whether there are any improvements that could be made to procedures or practice.

28. USEFUL CONTACTS

Please see link below for contact details-

<https://www.rbkc.gov.uk/lscp/information-professionals-and-volunteers/useful-safeguarding-contacts-professionals>

Staff, pupils, parents or indeed anyone with safeguarding concerns about an independent school are encouraged to contact ISI by email to concerns@isi.net

29. Appendix 1

CHILD PROTECTION: INFORMATION FOR STAFF

Below is a set of guidelines that staff should take on board when dealing with individual/small groups of students. It is important to be mindful at all times of your behaviour in relationship to individual/small groups of students and of the potential risk of an allegation. Staff should take necessary precautions in order to minimise the opportunity for an allegation to be made against them.

- Whenever possible, try not to be alone in a room with a pupil, regardless of gender. If you are on your own with a pupil, leave the door open and inform a colleague if possible. In instances when pupils are taught one-to-one ensure that there is full visibility into the room through the window in the door. Where a member of staff is talking with a child individually ensure that the door is left open.
- Always keep an appropriate distance between you and the pupil. There are instances when a teacher needs to touch a child, for example music teachers demonstrating how to hold an instrument, and in these cases they would ask the child's permission first.
- Do not engage in conversations about your personal life with pupils.
- Keep boundaries very clear between you and pupils, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. Do not have your mobile phone out when dealing with an individual pupil.
- Do not accept students as 'friends' on social networking sites.
- If a pupil wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a pupil about their personal life unless they approach you. Avoid giving advice to pupils about their relationships.
- When teaching small groups of pupils/ individuals outside of normal lessons, if possible, keep the classroom door open, ensure there is another member of staff in proximity or ensure full visibility through the window in the door.

- Be aware of pupils forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with pupils and the need to avoid sexual innuendo at all times. Older pupils are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

30. Appendix 2 DEFINITIONS OF CHILD ABUSE

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

- Physical care and protection
- Affection and approval
- Stimulation and approval
- Discipline and control that is consistent and appropriate to age
- The opportunity to gradually acquire self-esteem, confidence, independence and responsibility that are age appropriate.

Individual cases must always be treated on their own merits however in general terms the following definition should provide the bases for action under these guidelines: -

“A child is considered to be in need of protection when the basic needs of that child are not being met through avoidable acts of either commission or omission”.

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan. SEND children are often at more risk of abuse. Abuse can also be committed by peers.

The following (taken from KCSIE 2025) are used for the plan. They are intended to provide definitions as a guide; in some instances more than one category of registration may be appropriate.

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

Staff are aware that for children with SEN and disabilities, their SEN or disability needs can be seen first and the potential for abuse second. If children are behaving in particular ways or looking distressed or their behaviour or demeanour is different from in the past, we understand that this may be indicative of or a sign of the potential for abuse, not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers and they are disproportionately affected by bullying. We ensure that children with SEN and disabilities have access to greater availability of mentoring and support where appropriate.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or institutional or community setting by those known to them or, more rarely, by others (eg via the internet). They may be abused by an adult or adults or another child or children.

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

Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, consensual and non-consensual sharing of nude and semi-nude images and/or videos, banter, 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. FGM is a form of sexual abuse.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or making fun of what they say, or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

SIGNS OF ABUSE

The following gives more information on the different forms of abuse and their signs. Further information can be found in 'What to do if you're worried a child is being abused 2015'

NEGLECT

Severe neglect is associated with major retardation of cognitive functioning as well as growth. It is recognised through a typical pattern of poor growth, poor hygiene, withdrawal and in extreme cases a pseudo-autistic state, all of which can rapidly reverse in alternative care.

Although neglect has one of the most pervasive effects on development and is one of the most frequent forms of abuse, it is an area, which is frequently neglected by professionals. Like parents, professionals can feel overwhelmed and hopeless by large families living in squalid conditions.

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition
- thin wispy hair, underweight child, diarrhoea may indicate poor nutrition
- an undernourished child may be unduly solemn or unresponsive, or may be overeager to obtain food
- an under-stimulated child may not reach expected milestones
- behaviour and developmental difficulties that cannot be explained by clinical factors

Associated factors

Neglected children frequently come from homes where there is:

- a parent who is lonely, isolated, unsupported or depressed
- poor inter-parental relationship / domestic violence
- a parent who is abusing drugs or alcohol
- a large number of children living in cramped or very poor conditions

We are aware that there is also affluent neglect.

Action to be taken

If a teacher has concerns about the well-being of a child in his / her class, a discussion should take place with the DSL, records should be kept, and when appropriate Social Services staff are informed by the DSL.

PHYSICAL ABUSE (Non-Accidental Injury)

Location of injury: It should not be assumed that an injury to a part of the body normally vulnerable to accidental injury has necessarily been caused accidentally – it could be non-accidental. All injuries to children, which do not easily come into the category of normal bumps and scrapes, should be seen by a doctor.

Certain parts of the body are more commonly subjected to non-accidental injury. These include the upper arm, where a child may be gripped or shaken, the back, and the buttocks. Multiple injuries of various types, ages and location are common features of physical abuse.

Most non-accidental injuries leave marks on the body. PE teachers and swimming instructors are therefore key people in the identification of this form of abuse, as they regularly see the children partially dressed.

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury
- unexplained absences
- physical signs of injury
- unexplained or confused accounts of how an injury occurred
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising

- facial bruising around the mouth and ears
- groups of small bruises
- black eyes without a forehead injury, particularly if both eyes are affected
- weal marks or outline of bruising (e.g. hand mark)
- bruising of soft tissue with no obvious explanation (most bruises occur on bony protuberances such as the temple or shin)
- bruises on the back, back of legs, stomach, chest or neck
- bruises or cuts to mouth or tongue (e.g. split frenulum)
- pinch marks are found in pairs and may be seen on the back, buttocks, arms or cheeks

b) Bites

- bites leave clear impressions of teeth and some bruising
- parents sometimes claim that bites have been made by other children or animals. It is therefore important to check the size and shape of the injury. If the impression is more than 3cms across it will have been caused by an adult or adolescent
- bites can be inflicted almost anywhere on the body
- bites are never accidental

c) Burns and Scalds

- children will sometimes suffer minor burns through hot irons etc., but it is uncommon for multiple burns to be caused accidentally
- a cigarette burn is characteristically round, but may have a tail when dragged against the skin, and is surrounded by an area of inflamed skin
- cigarette burns can be found in groups and can be found on any part of the body
- scalds from boiling water may result from lack of supervision, or non-accidentally
- a child is very unlikely to sit down willingly in very hot water; therefore he cannot scald a bottom accidentally without also scalding the feet
- burns and / or scalds are particularly worrying as a degree of sadism may be involved when such injuries are inflicted

Associated Factors

- injuries not consistent with explanation given by parent (even if agreed by the child)
- circumstances where parent delays seeking medical advice
- a history of repeated injuries or presentation to the Accident & Emergency Department
- consent for a medical refused by parent
- desire of a parent to attribute blame elsewhere
- distant or mechanical handling of the child by the parent

Action to be taken

If a teacher has concerns that a pupil in her / his class may be suffering from physical abuse, the DSL should be informed, and detailed records kept (including dates of injuries noted). The DSL will decide if concerns should be shared with parents, and when appropriate, Social Services staff and a designated doctor should be informed.

SEXUAL ABUSE

The traumatic effects of child sexual abuse can be far-reaching and enduring, impacting on a child's cognitive, behavioural and social development. The earlier the abuse occurs, the more adversely subsequent stages of development may be affected. The longer the abuse continues, the more extensive it is e.g. involving penetrative abuse, the greater the number of developmental stages that abuse continues through, the more disturbed the child is likely to be. Children who have suffered chronic long-term sexual abuse tend to have very negative feelings about themselves and all aspects of their relationships.

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse
- digital penetration or penetration with an object
- mutual masturbation
- inappropriate fondling
- taking pornographic photographs or exposing the child to pornographic materials
- forcing the child to observe others involved in sexual activities
- sadomasochistic activities
- child sexual exploitation
- female genital mutilation
- forced marriage
- so-called honour-based abuse
- consensual and non-consensual sharing of nude and semi-nude images and/or videos, banter, child-on-child abuse
- sexual violence and harassment between children

Both boys and girls can suffer from sexual abuse. Both men and women can be perpetrators – boys and girls who disclose sexual abuse from a female perpetrator are often met with disbelief. It is therefore important to listen to what a child says without being judgemental. Abusers can be parents, friends, teachers, child-care workers, clergymen or strangers. Warning children about *Stranger Danger* should only form part of the child protection programme.

Signs to look out for:

- a child who demonstrates inappropriate sexual interest and activity, through play or drawings
- sexualised behaviour, masturbation and sex play which often leaves the peer group confused or embarrassed
- a child having excessive preoccupation with, or precocious knowledge of adult sexual behaviours
- a child who shows a marked fear of adults, usually men, but occasionally men and women
- a child who presents as depressed and where there may be instances of drug or alcohol abuse, suicide attempts or running away
- a child who suddenly starts to wet or soil
- a child who takes over the role of wife / mother within the family
- a child whose concentration and academic performance suddenly deteriorates
- a child who avoids medical examination or is reluctant to change for PE
- a child who has low self-esteem and few friends
- aggressive behaviour from a normally quiet child, or withdrawn behaviour from a normally boisterous child
- frequent unexplained absences or lateness
- a child who talks of nightmares and being unable to sleep; a child who may be excessively tired
- fire raising
- pregnancy in young teenagers where the identity of the father is vague or unknown
- recurrent urinary tract infections
- signs of sexually transmitted infections and overall dishevelled appearance

FGM

- UK communities that are most at risk of FGM include Kenyan, Somali, Sudanese, Sierra Leonean, Egyptian, Nigerian and Eritrean. Non-African communities that practise FGM include Yemeni, Afghani, Kurdish, Indonesian and Pakistani.
- Under the Female Genital Mutilation Act 2003 it is an offence in England, Wales and Northern Ireland for anyone (regardless of their nationality and residence status) to: perform FGM in the UK; assist the carrying out of FGM in the UK; assist a girl to carry out FGM on herself in the UK; and assist from the UK a non-UK person to carry out FGM outside the UK on a UK national or permanent UK resident.
- It is also an offence for UK nationals or permanent UK residents to: perform FGM on any person overseas; assist FGM carried out abroad by a UK national or permanent UK resident – this would cover taking a girl abroad to be subjected to FGM; assist a girl to perform FGM on herself outside the UK; and assist FGM carried out abroad by a non-UK person on a girl/woman who is a UK national or permanent UK resident – this would cover taking a girl abroad to be subjected to FGM; even in countries where the practice is not a criminal offence.
- Usually it is a girl's parents or her extended family who are responsible for arranging FGM. Some of the reasons given for the continued practice of FGM include; protecting family honour, preserving tradition, ensuring a woman's chastity, cleanliness and as a preparation for marriage. Whilst FGM is often seen as an act of love, rather than cruelty, it causes significant harm and constitutes physical and emotional abuse. FGM is considered to be child abuse in the UK and is a violation of the child's right to life, their bodily integrity as well as of their right to health.
- Suspicions may arise in a number of ways that a child is being prepared for FGM to take place abroad. These include knowing both that the family belongs to a community in which FGM is practised and is making preparations for the child to take a holiday, arranging vaccinations or planning absence from school. The child may also talk about a special procedure/ceremony that is going to take place. Indicators that FGM may already have occurred include prolonged absence from school or other activities with noticeable behaviour change on return, possibly with bladder or menstrual problems. Some teachers have described how children find it difficult to sit still and look uncomfortable, or may complain about pain between their legs, or talk of something somebody did to them that they are not allowed to talk about.
- So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and /or the community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Staff need to be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

Action to be taken

If any teacher has concerns that a child in her / his class may be suffering from sexual abuse in any form, they must discuss this with the *DSL*, who should then discuss it with Social Services personnel. Parents should not be informed at the early stage of what action has been taken, as this may serve to quieten the child, putting her / him at even greater risk. Detailed records should be kept, including dates and circumstances surrounding discussions.

FGM

If staff are informed by a girl that an act of FGM has been carried out on her or observe physical signs which appear to show that an act of FGM has been carried out and they have no reason to believe that the act was necessary for the girl's physical or mental health a report must be made to the Metropolitan Police as soon as possible by telephoning 101. The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second. *DSL* to be informed as soon as possible and a comprehensive record to be kept of any discussions.

If the disclosure is by someone other than the victim then contact the *DSL*.

Where there is a risk to life or likelihood of serious immediate harm due to FGM or so-called 'honour-based' abuse staff should report the case immediately to police, including dialling 999 if appropriate.

If a report is made to the police concerning FGM, the girl and parents should, if possible, be advised in advance of /in parallel with the report being made unless there is thought to be a risk of serious harm to an individual or the family fleeing the country.

EMOTIONAL ABUSE

Emotional or psychological abuse can be defined as the destruction of the child's competence to be able to function in a social situation. The child may be denied appropriate contact with peers within or outside of school, and be forced to take on a particular role in relation to parents, which is detrimental to the child's ability to function appropriately in social contexts. This type of abuse is very difficult to identify as there are no physical signs – symptoms are usually apparent via a child's behaviour and demeanour.

It is important to note that the emotional / psychological abuse is present in all other forms of abuse, but this category is only used when it is the sole form of abuse.

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play
- a child may be used as a parent's confidant to a degree that is harmful to the child's psychological development
- a child may be ignored, rejected or denigrated by a parent
- a child may be terrorised by a parent or others so that she / he is overly fearful and watchful
- a parent who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's delusory state or paranoid beliefs
- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level
- a parent who provides only conditional love with threats of withdrawal of love

Behavioural definitions are very difficult to quantify because a) most children experience some of these acts from time to time, and b) because the impact of a single or seldom occurring act of abuse will not have severe and harmful effects. The harm of emotional maltreatment results from the cumulative effects of repeated acts of psychological abuse.

Associated Factors

Children who suffer from emotional abuse frequently come from homes where there is:

- a mentally ill or disturbed parent
- drug or alcohol abuse
- a parent who is socially isolated, unsupported or depressed, or conversely, a parent who has a very active social life with very little time or energy to give to child care
- a parent who has poor social skills, who may have learning difficulties and lack of knowledge about children's age appropriate needs
- a parent who has suffered severe abuse within her / his own childhood
- a household where there is 'adult on adult' domestic violence

Many parents who emotionally abuse their children are unaware that what they are doing is harmful. Because of their own life experiences they may have a distorted view of parenting and their role as a mother / father.

Action to be taken

If a teacher is concerned that a pupil in her / his class is being emotionally maltreated, it should be reported to the DSL, detailed records should be kept, and when appropriate, Social Services staff informed by the DSL.

Specific safeguarding issues

All staff have an awareness of specific safeguarding issues and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truancy and consensual and non-consensual sharing of nude and semi-nude images and/or videos put children in danger. Concerns about specific safeguarding issues must be reported to the DSL. Specific safeguarding issues are as follows.

Child-on-child Abuse

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse, which may be gender specific. This is most likely to include, but may not be limited to, bullying (including cyberbullying which may take place wholly online or used to facilitate offline abuse), gender based violence/sexual assaults and sexting. This must never be tolerated, passed off as 'banter' or 'part of growing up'. Child-on-child abuse, sexual violence and sexual harassment which includes bullying, cyberbullying, physical abuse, sexual violence and sexual harassment, sexting and so-called initiation ceremonies.

Action to be taken

If a teacher is concerned about any form of child-on-child abuse, this must be reported to the DSL, who will discuss the situation with the Safeguarding Partners if appropriate. A risk assessment will be carried out and strategies to support the victim and the perpetrator will be discussed with relevant staff. A friendship/behaviour log may be started. Parents will be informed if necessary.

Other Specific Safeguarding Issues

bullying including cyberbullying, A.I. generated images and videos, harmful online challenges and online hoaxes

child abduction and community safety incidents

Cybercrime

children missing education

child missing from home or care

child sexual exploitation - CSE – is a form of sexual abuse when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator). Can affect both male and female children, although experiences of both can be very different. It can be over time or a one-off occurrence and may happen without the child's immediate knowledge eg through sharing videos or images of them online. CSE can affect any child who has been coerced into engaging in sexual activities. It may involve physical contact, including assault by penetration, nonpenetrative acts or non-contact activities such as encouraging children to behave in sexually inappropriate ways or groom a child for abuse.

child criminal exploitation - CCE when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator. Can affect both male and female children, although experiences of both can be very different and indicators of CCE can be very different for males and females. Boys and girls being criminally exploited may also be at higher risk of sexual exploitation.

drug and alcohol abuse

domestic violence and the impact it can have on children when they witness or suffer it. Children who see or hear the effects of domestic abuse are victims in their own right

domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. 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). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

county lines - where children are offered money to move drugs

fabricated or induced illness

faith abuse
female genital mutilation (FGM)
forced marriage
so-called honour-based abuse
homelessness
gangs and youth violence
gender-based violence/violence against women and girls (VAWG)
mental health
missing children and adults
private fostering
preventing radicalisation
relationship abuse
sexting
sexual violence and sexual harassment between children and the response to reports of this in schools and colleges
trafficking
homelessness
children who are required to give evidence in criminal courts
children with family members in prison
upskirting
modern slavery and the National Referral Mechanism

Risk indicators of being drawn into terrorism

Vulnerability

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

Access to extremism / extremist influences

- Is there reason to believe that the child associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?

- Does the child sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

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

Travel

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

Social Factors

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

More critical risk factors could include:-

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

31. CHILD PROTECTION CONCERN FORM

Strictly Confidential

Please complete the form and check that it is clear and legible. Hand it to the Designated Safeguarding Lead (the Deputy Head or in his absence, the Headmaster) **in person** as soon as possible.

School: Norland Place School
Address: 162-166 Holland Park Avenue
London W11 4UH

The child's details

Name:
Date of Birth:
Address:

The incident/disclosure/concern

Date: / / Time: Place:

Outline of the incident/disclosure/concern (Use a separate sheet if necessary. Remember to include date, time, full names and your signature. Use child's own language where possible in cases of disclosure)

Action taken

Action taken, and by whom

Other useful information, e.g. cross-reference with another file

Your details

Your name:
Your job title:
Names and job titles of any other staff involved:
Your signature:
Date:



32. Norland Place School: Visitor Information

Norland Place School is committed to the welfare of pupils, staff and visitors. As such, we ask that you read through this information prior to your visit.

Arrival at Norland Place School

Please liaise with the School Office, or your school contact, regarding an appropriate arrival time for your visit.

Entry to the school for visitors and staff is via the **office intercom at 162 Holland Park Avenue, W11 4UH**.

Door Security

The security of our front doors is paramount and it is essential they are **not left open at any time**.

Never give entry to other people when you are entering/exiting from the school doors; callers should be directed to ring the Office bell for access and the door closed behind you.

If you are bringing bulky resources for your visit, these may be left on the ground floor and collected after you have registered your arrival at the office (2nd floor).

Identification

You will be required to register your arrival at the School Office on the second floor, and to sign in. *Please note that photograph ID (passport, driver's licence, student card) is required for identification purposes.*

Visitors who are teaching or working with children in any capacity must additionally bring **proof of address and their original, enhanced DBS certificate if applicable**. In the event of any query, please contact the Bursar prior to arriving.

Visitor Lanyards

These will be issued on arrival and must be worn throughout the duration of your visit to the school. Lanyards should be returned to the school office when signing out.

Safeguarding

Norland Place School is committed to safeguarding and promoting the welfare of children and expects all staff and visitors to share this commitment. The school follows a detailed safeguarding policy, a copy of which can be found on our website: www.norlandplace.com.

If, at any time during your visit, you have a concern about a pupil or any behaviour that you observe, please report this to your host so that the matter can be followed up. As part of our safeguarding procedures, please be mindful that mobile phones and cameras should only be used in staff areas and not in the presence of children.

Internet Access

If you require wifi access during your visit, please ask your host about this at the time of arranging the visit.

Fire Safety

If the fire alarm sounds, your host will direct you to the fire assembly point on Holland Park Avenue. You should remain with your host until the all clear has been given.

Smoking & Dogs on the Premises

Smoking is not permitted on the school premises at any time. No dogs, other than guide dogs or 'hearing' dogs, are permitted.

Visitors are asked:

- To ensure that they remain with their host at all times
- Not to attempt to gain access to any part of the school unless accompanied
- Not to engage in any behaviour which could be regarded as promoting extreme views or radicalising pupils
- Not to take any photographs or recordings without the express permission of the host
- To ensure that any material presented verbally or given in writing is age appropriate and respectful of young pupils
- If seeing a pupil individually, to ensure that their actions do not place pupils or themselves at risk of harm or allegations of harm. Visitors should discuss with their host ways to minimise the risks

