



Our Mission Statement – the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

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

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

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

Ratcliffe College

SAFEGUARDING AND CHILD PROTECTION POLICY

This policy applies to all three sections of the School: The Senior School, Preparatory School and EYFS (Nursery). **Version: 02.09.21**

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

Signed	(Mrs Louise Marsden, Chair of Governors)
Signed	(Mrs Teresa Gamble, Vice-Chair of Governors, responsible for Safeguarding and Child Protection)
Signed	(Mr Clement Donegan, Deputy Head, Pastoral, Designated Safeguarding Lead)
Signed	(Mr Jonathan Reddin, Headmaster)

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SAFEGUARDING AND CHILD PROTECTION POLICY

1. COMMITMENT TO SAFEGUARDING AND ACTING IN THE BEST INTERESTS OF THE CHILD

At Ratcliffe College we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults at Ratcliffe College take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

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

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

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

- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes;
- acting on and referring early signs of abuse and neglect and radicalisation; and keeping clear records (Keeping Children Safe In Education, September 2021). Children include everyone under the age of 18; including all pupils over 18 under the care of Ratcliffe College;

Our School will therefore:

- Ensure that all members of staff that work directly with children receive a copy and read and understand Part 1 of Keeping Children Safe in Education, September 2021. For staff who do not work directly with children to read Part one or Annex A, and are aware of the signs of abuse, neglect and specific safeguarding issues, so that they are able to identify children who may be in need of help, to report concerns to the Designated Safeguarding Lead (DSL);
- As of September 2019, Ratcliffe College incorporated CPOMS as its safeguarding monitoring and recording system. Staff can register a safeguarding concern on CPOMS and this will be dealt with by the DSL;
- Ensure pupils are taught about safeguarding, including online safety, including cyber crime through various teaching and learning opportunities, as part of providing a broad and balanced curriculum;
- Ensure that staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned;

- Ensure that all staff members are aware of the Safeguarding and Child Protection Policy, the Behaviour, Rewards and Sanctions Policy, Anti-Bullying Policy, the Staff Code of Conduct, and fully understand the role of the DSL and deputies as part of staff induction and are revisited regularly, at appropriate intervals (at least annually), via training and covered at Staff Meetings. Safeguarding and Child Protection will appear as an agenda item on the staff INSET day each September. Copies of the above policies and Part one of KCSIE, September 2021 will be provided to staff at their Induction;
- Provide a safe environment in which children can learn;
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the School whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHCE which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Have a DSL who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services;
- Recognise its duties to pupils in need, providing 'early help' and intervention, while also providing support for pupils at risk. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the DSL.
- Ensure all staff are aware of the process for making referrals to the children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm). In the first instance, staff should generally discuss any potential referral with the DSL, who in most instances would make any referral and follow local agreed multi-agency procedures.
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies where appropriate;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including references, Criminal Records and prohibition from teaching checks.
- Keep up-to-date records.

NAMED STAFF AND CONTACTS FOR SAFEGUARDING MATTERS:

- DSL for the whole College and the Senior School: Deputy Head Pastoral, Mr Clement Donegan.
- Acting Deputy DSL for the Preparatory School – Acting Deputy Head of Preparatory School, Mrs Merrony Markham.
- Deputy DSL for Preparatory School and Nursery and EYFS – Headmaster of Preparatory School, Father Christopher Cann
- Director of Co-Curricular and Wellbeing, Mr Mark Cole and Boys' Boarding Housemaster, Mr Phil Gilchrist. Mr Jon Reddin, Headmaster, and Senior Deputy Head, Mr Kevin Ryce are also DSL trained.
- Head of Nursery: Mrs Rachel Ravat is the Deputy Designated lead for the Nursery and EYFS and is appropriately trained for EYFS and Mr John Litchfield is the Deputy DSL for EYFS.

- Nominated Safeguarding Governor – Mrs Teresa Gamble

2. MENTAL HEALTH - CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Ratcliffe College has an important role to play in supporting the mental health and wellbeing of our pupils. 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. There are clear systems in place to support the mental health of our pupils here at Ratcliffe College, including, but not limited to the support offered by Tutors, teachers, SLT, Heads of Year, Year 13 Peer-Listeners, the Lighthouse and the School Counsellor. All pupils at Ratcliffe College will have had the opportunity to complete the Ratcliffe College Mental Health Champions Certificate. This training was delivered by a mental Health First Aid trainer over half a day. The training was designed to promote greater awareness about Mental Health and how to enjoy positive Mental Health.

Appropriate staff in middle and senior pastoral position have undertaken Mental Health First Aid training. School staff are not expected or trained to diagnose mental health conditions or issues but may notice behaviours that may be of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the DSL or a deputy via CPOMS or in writing if CPOMS cannot be accessed. All concerns raised in writing, should be signed and dated by the member of staff raising the concern.

Further guidance from the Dfe on supporting mental health within the school environment can be found by clicking [here](#).

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

What follows below is Ratcliffe College's procedure. However, in an emergency anyone can make a referral where there are serious concerns about a child to the Leicestershire and Rutland Safeguarding Partnership via the Children's Social Care by telephone to: 0116 305 0005/0116 4541004 for Leicestershire and 01572 758407 for Rutland

Allegations against a teacher or other adult must be reported to the Headmaster in the first instance who will then seek advice from the Local Authority Designated Officer (LADO).
Telephone: Kim Taylor/Mark Goddard 0116 305 7597.

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

3.1. WHAT SCHOOL STAFF NEED TO KNOW AND LOOK OUT FOR

- All staff must be aware of the systems within the School which support safeguarding, including the Safeguarding and Child Protection Policy, Behaviour Rewards and Sanctions Policy, Anti-Bullying Policy and Acceptable Use Policy and Staff Code of Conduct;
- All staff must be aware of the indicators of abuse and neglect to identify children who may be in need of help or protection (see Definitions of abuse);

- Staff are advised to maintain an attitude of ‘it could happen here’ where safeguarding is concerned and when concerned about the welfare of a pupil, staff members should always act in the best interests of the child.
- Knowing what to look for is vital for the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the DSL (or DDSL)
- **Any** child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, 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.

3.2 WHAT STAFF SHOULD DO IF THEY HAVE A CONCERN ABOUT A CHILD

- If a member of staff has a concern (as opposed to a child being in immediate danger about a child), they should raise these with the DSL. The DSL will help decide whether a referral to children’s social care, early help or other support is appropriate.
 - **Options may include:**
 - Managing any support for the child internally via the College’s own pastoral support processes;
 - An early help assessment;
 - A referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm;
- If a referral to children’s social care is appropriate, in most instances, the DSL should make it. The thresholds procedures for making referrals has moved to a tier 4 model, where Tier 4 is the most serious concern. This procedure should be consulted prior to making a referral to First Response Children’s Duty. However, anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn’t been made they can and should consider making a referral themselves.
- If, after a referral, the child’s situation does not appear to be improving the DSL (or the person that made the referral) should request re-consideration to ensure that their concerns have been addressed, and most importantly the child’s situation improves.

- If early help is appropriate, the DSL (or deputy) will lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support external agencies and professionals in an early-help assessment, in some cases acting as the lead professional.
- If early help and or other support is appropriate, any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.
- **If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.** Anybody can make a referral. Any person may seek advice and guidance from the First Response Children's Duty Team Managers, particularly if there is doubt about how to proceed (see full contacts at the start of this policy document).
- It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
- See Flow Chart in Appendix 2 (KCSIE 2021) for actions when there are concerns about a child.
- It is important that all parties act swiftly and avoid delays.
- Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- In all cases the best interest of the child is the primary consideration and a referral to statutory agencies does NOT require parental consent, if there are reasonable grounds to believe that a child is at risk of significant harm.

Main Procedural Steps - Staff/Volunteers/Other Adults

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

- Remain calm and do not rush into action that may be inappropriate;
- Listen to the child carefully without interrupting;
- Take what the child says seriously;
- Do not investigate, ask leading questions, examine children, **or promise confidentiality**;
- Let the child know what you are going to do to help. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next;
- Reassure the child that he/she is not to blame;
- If you are in a group situation with a child, arrange to see him/her on his/her own at the earliest possible opportunity;
- If the child is in immediate danger or in need of emergency medical care, make sure the relevant emergency service is contacted;
- Record what was said and who was present. Where possible, speak with the DSL and pass the notes in person or via CPOMS. Use the child's exact words wherever possible. Concerns about abuse must always be recorded; This must always be done on the same day;
- **If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headmaster must be informed, NOT THE DSL;**

- **If the allegation is about the Headmaster, the information should be passed to the Chair of Governors or the Local Authority Designated Officer (LADO);**
- If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken;
- **If a crime may have been committed, the matter should be reported to the Police.**
- **In the case of suspected Female Genital Mutilation (FGM), it must always be reported to the Police.**

3.3 STATUTORY GUIDANCE

This policy is consistent with:

- ‘The Childrens Act, 1989’ requires all schools to follow procedures for protecting children from abuse;
- Section 175 of the Education Act 2002, section 11 of the Children’s Act 2004 and section 55 of the Borders’ Citizenship and Immigration Act 2009, require local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children;
- Section 157 of the Education Act 2002 (Independent Schools’ Standards Regulations 2019), requires proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school;
- DfE document “Keeping Children Safe in Education” (2021), which incorporates the additional statutory guidance, Disqualification under the childcare Act (2006), and non-statutory advice for practitioners, “What to do if you are worried a child is being abused” (March 2015);
- “Working Together to Safeguard Children” (July 2018), statutory guidance), which includes non-statutory advice, “Information Sharing” (March 2015);
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice: “The Prevent Duty: Departmental advice for schools and childminders (June 2015), The use of social media for on-line radicalisation (July 2015);
- “Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings” (October 2015). This document is NOT statutory guidance from the DfE; but it is used by Ratcliffe College as a guide for our own Staff Code of Conduct;

3.4 LEICESTER CITY AND LEICESTERSHIRE AND RUTLAND LEICESTERSHIRE AND RUTLAND SAFEGUARDING CHILDREN PARTNERSHIP (LLRSB)

Leicestershire and Rutland Leicestershire and Rutland Safeguarding Children Partnership Procedures for safeguarding children (March 2018 <http://llrscb.proceduresonline.com/index.htm>), which have been written with regard to “Working Together to Safeguard Children” (July 2018);

3.5 IN-SCHOOL PROVISION FOR LISTENING TO CHILDREN AND EARLY HELP

Pupils are able to speak with any member of teaching staff about a concern they may have, as well as the medical nurses or Sixth Form Peer Listeners who have been trained by the Samaritans as listeners. They may also choose to access the 'Lighthouse' provision where they can talk to one of the Medical Staff. There is also an independent counsellor employed by Ratcliffe College who will see pupils on a referral basis. Where concerns are raised about a pupil, the DSL (DSL) is informed and in consultation with parents, where appropriate, access to early help is sought via the appropriate inter-agency channels by the DSL. Parents are always informed at this point if they haven't already been communicated with.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

3.6 DEFINITIONS OF ABUSE

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

Abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Types of Abuse and Neglect can be found in 'Keeping Children Safe in Education (September 2021)' (Part 1).

Peer on peer abuse

Peer-on-peer sexual abuse is **sexual abuse that happens between children of a similar age or stage of development**. It can happen between any number of children, and can affect any age group (Department for Education (DfE), 2021a). It can be harmful to the children who display it as well as those who experience it.

In all cases of peer on peer abuse, please refer to the standalone Peer on Peer Abuse Policy by clicking [here](#).

Physical abuse

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

Emotional abuse – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the

ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect

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

Potential abuse

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

Bullying

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

Pupils with SEN/D

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

3.6.1 A Child Missing From Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school.

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

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

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

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

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

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

Absences

- **There must not be any gaps in the register.**
- At registration time, if a pupil is absent, tutors should enter the symbol 'N' and then follow up the reason for the absence. The appropriate symbol can then be added once the reason for the absence is clarified.
- The school's policy is to telephone parents on the first morning that a pupil is absent and if no notification has been received from parents. The School Secretary makes these calls.
- Therefore, all information about absences **must** be given to the School Secretary immediately.
- The Parents' Information Handbook makes it clear what parents are expected to do in the event of a pupil absence.
- Tutors, HoY, Deputy Head of Prep School and the Deputy Head Pastoral monitor attendance via SIMS and the School Secretary alerts the DSL and Head of Year of the pupils whose attendance falls below 90%. Should pupil attendance fall below 90% the following procedure should be followed:
 - i) Parents are contacted and the matter is discussed to ascertain the reason for the child's absence and appropriate strategies put in place.
 - ii) Any suspicion of neglect or abuse is reported to the DSL.

In response to the guidance in Keeping Children Safe in Education (2021) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated

- b. move away from the school's location
- c. remain medically unfit beyond compulsory school age
- d. are in custody for four months or more (and will not return to school afterwards); or
- e. are permanently excluded

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

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

3.6.2 SO CALLED 'HONOUR BASED' ABUSE

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

Actions:

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

3.6.3 FEMALE GENITAL MUTILATION (FGM)

This policy has been written with respect to the Government's Multi-Agency Practice Guidelines: Female Genital Mutilation, 1st April 2016, in particular Chapter 9, guidelines for school, colleges and universities.

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

How can staff make a difference?

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

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

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

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

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

Mandatory Reporting Duty

- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining

pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

- Teachers must **personally** report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s DSL and involve children’s social care as appropriate.
- Further information concerning FGM can be found in the appropriate Government guidelines in the School’s Policy folder.

3.6.4 FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmufco.gov.uk

3.6.5 PREVENT DUTY AND REFERRAL TO CHANNEL

We consider the risk of radicalisation as a wider part of our safeguarding duties. Radicalisation refers to the process by which a person comes to support terrorism and forces of extremism. From 1 July 2015 all EYFS settings and schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent Duty.

Extremism

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

Radicalisation

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

To fulfil the Prevent Duty at Ratcliffe College, it is essential that all staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified. Staff will receive the

necessary training in accordance with our school risk assessment. Currently it is delivered in the in-school safeguarding training and DSL online training.

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

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

Procedures for protecting children at risk of radicalisation

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

Reporting Concerns

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

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

3.6.6 Child Sexual Exploitation (CSE) – (KCSIE 2021)

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation, DfE February 2017). Like all forms of child sex abuse, child sexual exploitation can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex.

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

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;

- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories);
- Sexual identity.

A CSE Risk Assessment tool is used where concerns of this nature are identified – Click [here](#) for the Risk Assessment.

Referrals procedure Irsb (Leicestershire and Rutland Safeguarding Partnership):

CSE Multi-agency Hub contact number

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

By phone: 0116 3059521 (8.30-5.30)

Police involvement

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

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

Specific Safeguarding Issues (Keeping Children Safe in Education, September 2021)

- Bullying, including cyber-bullying
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith Abuse
- Forced Marriage/honoured based violence
- Gangs and Youth Violence
- Gender-based violence/violence against women and girls (VWAG)
- Mental Health
- Private Fostering
- Radicalisation
- Sexting
- Teenage Relationship Abuse
- Trafficking

Further information on the above can be found on the GOV.UK website

3.6.7 CHILD CRIMINAL EXPLOITATION (CCE) & COUNTY LINES

The definition of Child Criminal Exploitation, which can be found on KCSIE (September 2021), is: CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs

or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

‘County Lines’ Exploitation

The 2018 Home Office Serious Crime Strategy states the NPCC definition of a County Line is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move [and store] the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

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

Like other forms of abuse and exploitation, county lines exploitation:

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

[National Crime Agency \(NCA\) – County Lines](#)

3.6.8 DOMESTIC ABUSE

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Information on Domestic Abuse can also be found in KCSIE 2021, page 130)

Definition

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

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

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

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

(The definition can be found here:

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

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(The definition can be found here:

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

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

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

Where necessary, Ratcliffe College works with Operation Encompass, if information relating to Domestic Abuse needs to be shared with the School.

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

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

- Psychological;
- Physical;
- Sexual;
- Financial; and
- Emotional

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. **See KCSIE (September 2021).**

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

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

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

- **See Appendix 2a) Actions where there are concerns about a child (KCSIE 2021 – Page 23).**
- **See Appendix 2b) - Response to reports of Sexual violence or sexual harassment (KCSIE Part 5).**

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

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

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

In the case of reported sexting, staff will not search the contents of a pupil's mobile phone where there is a suspicion of indecent images. (See the dfe guidance on "[Searching and Confiscation](#)"). Where there is a suspicion of indecent images on a pupil's mobile phone or electronic device, Ratcliffe College will report it to the police immediately. Confiscated materials and devices are stored under lock and key in the Deputy Head Pastoral's office to await removal by the Police, where necessary. Both storage and removal are logged. The College takes note of advice on sexting from the Child Exploitation Online Protection Centre (CEOP). <https://www.ceop.police.uk/safety-centre/>

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

Please access the Peer-on-Peer Abuse Policy via Read Staff or via the [Ratcliffe College Website](#).

Online Safety and Bullying

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

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

Contextual Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the college and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal

exploitation, and serious youth violence. If a member of staff has any concerns for a pupil in relation contextual safeguarding, they should contact the DSL immediately (or deputies).

Serious Violence

Staff at Ratcliffe College receive safeguarding training on the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs.

If a member of staff becomes aware of the above relating to a pupil at Ratcliffe College, they should inform the DSL immediately. Please check the following document from the Home Office for additional advice for schools and colleges - [Preventing youth violence and gang involvement](#)

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's [Preventing youth violence and gang involvement](#) and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Safeguarding Children who have or who are likely to suffer significant harm

Cases where there are suspicions about abuse but no clear evidence:

The presenting signs/symptoms must be carefully observed and a history taken in a non-judgmental way. A watching brief should be kept and the suspicions should be re-evaluated regularly. Children's Social Care should be consulted if concern is not alleviated. If necessary, it is the responsibility of the DSL, working with the Headmaster, to pass these concerns on to the Children's Social Care.

SUPPORT TO PUPILS AND STAFF

Support to pupils

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

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

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

Pupils have access to external helpline numbers in their planners and the anti-bullying policy. They can also access the School Counsellor, Pupil Peer Listeners and the Medical Department, in addition to speaking to their Tutor, Head of Year or a member of the Senior Leadership Team.

Support for Staff

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

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

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

Any concerns about the conduct of a member of staff, supply teachers, volunteers or contractors should be reported to the Headmaster.

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

The Headmaster has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

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

- behaved in a way that has harmed a child, or might have harmed a child;
 - possibly committed a criminal offence against or related to a child; or
 - behaved towards a child or children in a way that indicates that he or she may pose a risk of harm if they work regularly or closely with children;
 - behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- (*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

KCSIE, September 2021 (Part 4): Allegations made against. Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.

This part of the guidance relates to members of staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

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

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

5.2 Headmaster who receives the allegation:

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

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

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

In all instances, the School will follow procedures set out KCSIE September 2021 Part four: Allegations of abuse made against teachers and other staff.

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

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

Low-level Concerns

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

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

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

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

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

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

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

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

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

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

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

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

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

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

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

5.4 CHILDREN AT RISK/CHILDREN IN NEED:

Children at Risk – If a child has suffered harm or is likely to suffer harm this must be reported immediately to Children’s Social Care. Expert diagnosis may be required quickly. The DSL will arrange this. The parents’ co-operation should be obtained wherever possible. If a child makes an allegation about sexual abuse, Child Protection Services and/or Police must be informed immediately.

Children in need – Definition:

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children in need – If a child is in need of additional support from an external agency and subject to the [Leicestershire and Rutland Safeguarding Children Partnership](#) (llrsb) [reporting thresholds](#) there needs should be referred to Children’s Social Care and lead to early help via inter-agency assessment and intervention, including the ‘Common Assessment Framework’ (CAF) and ‘Team around the Child’ (TAC) approaches.

To make a request for targeted Early Help support, which includes an Early Help Assessment contact: City 0116 4545899/4545877 or County 0116 3050005 P3 team or Early-Help@leicester.gov.uk.

5.5 REFERRAL TO THE DISCLOSURE AND BARRING SERVICE (DBS/NCTL)

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

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

When a case is concluded, if the allegation is substantiated and the person is dismissed or the employer ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the Headmaster and Director of Finance and Operations will discuss with the case manager and their personnel adviser whether we will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and in the case of a member of teaching staff whether to refer the matter to the National College for Teaching and Leadership (NCTL) to consider prohibiting the individual from teaching.

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

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

Website: www.gov.uk/dbs

Barring,

Helpline: 01325 953 795

Email: dbsdispatch@dbs.gsi.gov.uk

Disclosure

Helpline: 0870 9090 811

Email: customerservices@dbs.gsi.gov.uk

6. STAFF CODE OF CONDUCT

Ratcliffe College is committed to ensuring that relationships between staff and pupils are conducted on a professional basis. Anticipation of possible risks and seeking to prevent all reasonable risk of misunderstandings and false allegations are seen as part of this commitment. The Staff Code of Conduct has been written with regard to Guidance for safer working practice for those working with children and young people in education settings, October 2015.

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

In particular, the following should not occur under normal circumstances:

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

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

Electronic Communication

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

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

Guidelines for staff regarding electronic communication

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

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

7. WHISTLEBLOWING

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

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

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

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

8. APPOINTMENT OF STAFF – SAFER RECRUITMENT

The School’s safer recruitment processes are based on the Statutory Guidance: Keeping children safe in education September 2021, Part 3.

All new appointments

The following members of staff are trained in safer recruitment: Mrs Jane Orton, Human Resources Manager, Headmaster, Mr Jon Reddin, Mr Clement Donegan, Deputy Head Pastoral, Mr Chris Bellamy, Bursar, Father Christopher Cann, Head of the Preparatory School, Director of Music, Mr Graham Studd, Mr Andrew Yell, Mrs Jo Cartwright, Mrs Amanda Turns, Mr Ben Harrison, Head of Sixth Form and Ms Julie Davis, Assistant Head Academic, Mr Mark Cole , Acting Director of Sport and Mrs Katy Donegan, Director of Music

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

When appointing new staff, the School will:

- verify a candidate’s identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available;
- obtain, via the applicant, a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
- check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
- for anyone working with children up to age 8, request completion of a Self -Declaration form;

- verify the candidate's mental and physical fitness to carry out their work responsibilities. A job applicant can be asked relevant questions about disability and health in order to establish whether they have the physical and mental capacity for the specific role;
- verify the person's right to work in the UK.
- if the person has lived or worked outside the UK, make any further checks as appropriate including whether individuals from countries in the European Economic Area (EEA) who will be carrying out 'teaching work' are subject to a sanction or restriction imposed by another EEA regulatory authority for teachers. A restriction applied in another country is not legally binding in England, but schools should make their employment decisions in the knowledge of the existence of sanctions, if any.
- verify professional qualifications, as appropriate.
- verify a candidate's identity. Identification checking guidelines can be found on the GOV.UK website;
- Obtain written Curriculum Vitae and references that are not contradictory or incomplete
- Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available, or if a new DBS has not been applied for (3-month rule) or if they are using the DBS update service;
- The shortlisted candidates will be required to complete a self-declaration form. This form will ask the candidate if they have been involved in any criminal activity.
- if a new appointee is to occupy a management post as an employee or is to be a governor for an independent school, the School will check whether the individual has been barred by the Secretary of State from taking part in the management of an independent school. This may be done through the DBS barred list checking process which now includes bars from taking part in management, except when the individual is not in regulated activity.
- All members of staff receive a starter pack when they are employed by the school. This pack includes: This policy and KCSIE Part 1.

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

Three Month Rule

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

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

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

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

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

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

All checks are recorded on the Single Central Register.

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

8.1 CHILDCARE DISQUALIFICATION REQUIREMENTS SUPPLEMENTARY ADVICE

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

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

The grounds for disqualification include:

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

Action required

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

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

Secretary of State Prohibition Orders

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

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

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

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

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

Governing Body

In accordance with the Statutory Guidance “Keeping children safe in education” September 2021, Part 2, the Governing Body will ensure that:

- The School has a Safeguarding and Child Protection Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly;
- The School operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headmaster and other staff involved in the recruitment process have undertaken Safer Recruitment Training;
- The purpose of seeking references is to obtain objective and factual information to support appointment decisions. References should be scrutinised and any concerns resolved satisfactorily, before the appointment is confirmed, including for any internal candidate. Obtaining references before interview, would allow any concerns they raise to be explored further with the referee and taken up with the candidate at interview.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers;
- There is a senior member of the School’s leadership team who is designated to take lead responsibility for dealing with safeguarding and child protection (the “DSL”) and that there is always cover for this role;

- The DSL undertakes Local Authority training (in addition to basic child protection training) and this is refreshed via regular training, at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments;
- They utilise the experience and expertise of their staff when shaping safeguarding policies by seeking feedback at appropriate times via the DSL;
- The Headmaster, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments; (County Council led training at least every three years); and that new staff and volunteers who work with children are made aware of the School's arrangements for child protection and their responsibilities. The Local Authority leaflets, "Safer working in Education Settings" and "Education Child Protection", will be used as part of this induction/Staff Training;
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay;
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headmaster, in liaison with the Local Authority Designated Officer (LADO);
- Effective policies and procedures are in place and updated annually, including a behaviour "code of conduct" for staff and volunteers and Mobile Phone and Electronic Devices Policy. Information is provided to the Local Authority (on behalf of the Leicestershire and Rutland Safeguarding Children Partnership) through the Annual Safeguarding Return;
- Appropriate filters and appropriate monitoring systems are in place so that pupils are not able to access harmful or inappropriate material from the school or college's IT system but be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.
- Systems are in place that will identify children accessing or trying to access harmful and inappropriate content online
- There is a clear policy on the use of mobile technology in the School.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through relationship and sex education (RSE). The statutory guidance for RSE can be found by clicking [here](#). This became statutory from September 2020 and fully incorporated from Summer term 2021.
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the School, liaise with the DSL, and provide information and reports to the Governing Body;
- The School contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2018 including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

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

- ensures that the child protection policy and procedures adopted by the Governing Body are implemented and followed by all staff;
- ensures that all staff working directly with children to read and understand part 1 of KCSIE 2021 and those not working directly with children to read and understand Part 1 or annex A of KCSIE 2021; a register will be kept to evidence this.
- reports any former allegations concerning former members of staff who are no longer working at the school;
- allocates sufficient time and resources to enable the DSL (DSL) and Deputy DSLs to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meeting;
- ensures that pupils' safety and welfare is addressed through the curriculum.
- contacts the LADO each term by telephone; the Headmaster's PA keeps a record of this.
- ensures allegations of abuse or concerns that a member of staff or adult working at School may pose a risk of harm to a child or young person are notified to the Local Authority LADO;
- Ensures all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner;
- Ensues all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police.

The DSL CAN ALSO BE CONTACTED VIA THE "REPORT A SAFEGUARDING CONCERN" SECTION ON THE SCHOOL WEBSITE - [CLICK HERE.](#)

The DSL will:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with the Headmaster or principal to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four of KCSIE 2021) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with the Headmaster to inform him of issues especially on-going enquiries under Section 47 of the Children Act 1989 and police investigations; and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.
- Support with matters relating to online safety

- Undertake training. The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The DSL should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- The DSL should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local Leicestershire and Rutland Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- ensures all staff are receiving appropriate training in safeguarding and child protection through the County Council the frequency, level and focus as guided by the Leicestershire and Rutland Safeguarding Children Partnership, to keep up to date with any relevant safeguarding and child protection developments. The DSL, in liason with the PA to the Director of Operations and Finance, keeps a record of staff attendance at safeguarding and child protection training;
- Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
- During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (or deputy) would be expected to be available in person, it is a matter for

individual schools and colleges, working with the DSL, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

- It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of

Deputy DSL

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

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

Deputy DSLs for the Senior School are

- Director of CoCurricular and Wellbeing (**Mr Mark Cole**) MCole@ratcliffcollege.com
- Boys’ Boarding Housemaster (**Mr Phil Gilchrist**) PGilchrist@ratcliffcollege.com

Deputy DSL for the Preparatory School is the **Head (Father Christopher Cann) Ext 2071 ccann@ratcliffcollege.com**

The DDSL is:

- is the Deputy DSL (DDSL) of staff with responsibility for child protection;
- carries out the role of the designated senior member of staff in their absence;
- is the person with responsibility for Child Protection but will liaise with the DSL in all matters;
- is trained as DSL in Child Protection, inter-agency working and locally agreed procedures, updated regularly via regular training, at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments.

Head of Nursery: Mrs Rachel Ravat Ext 2078 rravat@ratcliffcollege.com

- is the DSL for the Nursery and EYFS for Child Protection?
- is appropriately trained for EYFS and is trained as DSL in Child Protection, inter-agency working and locally agreed procedures, which is updated regularly via regular training, at appropriate levels, as and when required (at least annually), to keep up to date with any relevant safeguarding and child protection developments.

The Responsibilities of the whole School Staff

All School staff are expected to:

- Read and understand any updates to KCSIE 2021 part 1 and annexe A or any other required documents;
- Be aware of any perceived signs and symptoms of abuse;
- Report concerns to the DSL or Headmaster;

- Monitor and report as required on the welfare, attendance and progress of pupils with a Child Protection Plan;
- Keep clear, dated, factual and confidential records of child protection concerns.

10. STAFF TRAINING

- The DSL and DDSLs receive updated child protection training at least every 2 years, which includes child protection, inter-agency training, locally agreed procedures for managing referrals, early help, case conferences, record keeping and promoting a listening culture and supplemented by additional informal updates at least annually.
- All staff including volunteers in regulated activity are trained regularly in line with advice from the Leicestershire and Rutland Safeguarding Children Partnership. Staff also receive updates by e-mail and during termly INSET training, staff meetings or morning staff briefings as required and at least annually.
- All staff, including temporary staff, volunteers, must be provided with induction training that includes: (see above changes)
 - i) A copy of the School's Safeguarding and Child Protection Policy, which includes the role of the DSL
 - ii) The Staff Code of Conduct which is included in the above
 - iii) The Identity of the DSL
 - iv) A copy of part 1 of KCSIE
 - v) Read and understand Part 1 and in addition annex A of KCSIE 2021.

Appropriate steps are taken to assist staff in understanding Part 1 and/or annexe A of KCSIE 2021.

Training is delivered through Leicestershire County Council or the **Leicestershire and Rutland Safeguarding Children Partnership**.

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

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

- a DSL for child protection who is a member of the senior leadership team and who has undertaken appropriate training;
- a safeguarding and child protection policy and procedures that are consistent with Leicestershire and Rutland Safeguarding Children Partnership requirements, that is reviewed annually and any deficiencies in the policy are remedied without delay;
- efficiently discharged its duties with regard to safeguarding and child protection, and that the policy is available to parents on the School website;
- procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headmaster and volunteers;
- safer recruitment procedures that include the requirement for appropriate checks;

- a training strategy that ensures that all staff, including the Headmaster, receive safeguarding and child protection training, with refresher training at three-yearly intervals. The DSL should receive full training at two-yearly intervals and refresher at least annually;
- arrangements to ensure that all temporary staff and volunteers are made aware of the School's arrangements for safeguarding and child protection.
- ensures that all staff read and understand Part 1 annex of KCSIE 2021.

Mrs Gamble has been given special responsibility for Safeguarding and Child Protection matters and ensures that:

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

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

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

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

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

13 PROCEDURES FOR DEALING WITH INAPPROPRIATE/ILLEGAL INTERNET ACCESS OR MATERIAL

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

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

Action in the event of discovery of illegal material:

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

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

- To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the School.
- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely, out of sights, during working hours on School premises or when on outings. (This includes visitors, volunteers and pupils).
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only School equipment should be used to record classroom activities. Photos should be put on the School system as soon as possible and not sent to or kept on personal devices.
- During School outings, nominated staff will have access to a School mobile which can be used for emergency or contact purposes.
- All telephone contact with parents or carers must be made on the School phone and a note kept

- Parents or carers are permitted to take photographs of their own children during a school production or event. The School protocol requires that photos of other people's children are not published on social networking sites such as Facebook. (For further information, please refer to the EYFS Policy for Use of Cameras and Mobile Phones).

15 LOOKED AFTER CHILDREN AND CHILDREN WITH FAMILY MEMBERS IN PRISON

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Staff are equipped with the skills, knowledge and understanding necessary to keep looked after children safe should the need arise in our setting. This will include ensuring that the appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. In addition, information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL will ensure to have details of the child's social worker and the name of the virtual school head (KCSIE 2021 provides further guidance on the role of the virtual head) in the authority that looks after the child. The child will also have a Personal Education Plan (PEP) to promote the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales." At Ratcliffe College, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

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

CHILDREN WITH FAMILY MEMBERS IN PRISON

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

16 HOST FAMILIES (HOMESTAY) OVERSEAS

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

17 PRIVATE FOSTERING

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

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Further information on private fostering is available in Annex A of KCSIE 2021.

Private Fostering may take place because:

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

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

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

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

DBS check request by a regulated activity provider

Where a private fostering arrangement is made by a school or college or a third party such as a language school and the school, college or third party has the power to terminate the arrangement, then it could be the regulated activity provider for the purposes of the Safeguarding Vulnerable Groups Act 2006. A regulated activity provider will be committing an offence if they allow a person to carry out a regulated activity whilst barred and they know or have reason to believe that the person was barred. Where the school or college is the regulated activity provider, it should request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child’s parents and the host parents and in these circumstances the school will not be the regulated activity provider.

18 HOMELESSNESS

The College recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) is aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

19 SAFEGUARDING PROCEDURES FOR PUPILS ON TRIPS AND VISITS AWAY FROM SCHOOL

The School recognises the need to seek assurances, wherever possible, that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with our pupils on another site. Further guidance can be found in the School Trips and Visits Policy. Further guidance on children staying with host families can be found in section 16 of this policy and Annex E on KCSIE September 2021, which can be found in the Policies folder in the Read Staff area of the School network.

20 RECORDS, MONITORING AND TRANSFER

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

- Copies of Child Protection records will be retained for 25 years after a child has left Ratcliffe College.
- In all cases, accurate, contemporaneous records should be kept including details of all observations, actions taken, liaison and communications. They should be dated, timed, signed and kept in a secure place.

21 DATA PROTECTION ACT AND CHILD PROTECTION

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

‘The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. (Keeping Children Safe in Education (September 2021)). ‘This includes allowing practitioners to share information without consent...’

22 STAFF CONTACT WITH PUPILS INCLUDING CARE, CONTROL AND RESTRAINT

There are circumstances when it is appropriate for staff at Ratcliffe College to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.

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

In order to protect children from abuse, and staff from suspicions of abuse, the natural inclination to comfort and reassure children through physical contact has to be restrained by a considered assessment of the situation.

This does not mean that physical contact is never permissible. However, it does mean that adults touching children must operate within understood limits, and that contact beyond those limits must be a considered response which can be justified if necessary.

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

Where those limits lie will vary according to the age of the child and the role of the member of staff. For example, a young child may well require being comforted and reassured. Prohibition of any physical contact would clearly not be to the benefit of the child, but staff must use their professional judgement when they feel a child needs this kind of support. It is expected that the need and

desirability of such contact with older pupils is considerably less, though even in these circumstances situations could arise in which it would be a natural and human occurrence.

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

Appropriate Physical Contact

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

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

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

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

23 EARLY YEARS FOUNDATION STAGE (EYFS) INFORMING OFSTED

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

24 BOARDING

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

This policy is equally applicable to boarding staff and any adults working in the school and older boarders with positions of responsibility. Although the boarding community does have Sixth Form boarding prefects who have their own individual job descriptions, they do not have responsibility for the supervision of younger boarders. However, they are expected to be role models to the boarding community. In accordance with National Minimal Standards, all boarding staff, at all levels, (including newly appointed and ancillary staff), are given briefing notes or training on responding to suspicions or allegations of abuse and know what action they should take in response to such suspicions or allegations.

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

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

The School is aware of the gender imbalance within the boarding community which has become significant this academic year. The ratio of boys to girls is approximately 2:1. In accordance with the guidance set out in KCSIE 2021, all boarding staff are alert to pupil relationships and the potential for peer abuse and to report any concerns to the Senior Housemaster or Senior Housemistress straight away.

Should a boarding pupil go missing there is a policy, known to staff as the '[Missing Person's Policy](#)' and used in practice, for searching for and, if necessary reporting, any boarder missing from School. A written record is made of any incident of a boarder missing from School, the action taken, and any reasons given by the pupil for being missing.

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

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

25 CONFIDENTIALITY

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

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

26 COMMUNICATING POLICY TO PARENTS AND PUPILS

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

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

27 EXTENDED SCHOOL AND BEFORE AND AFTER SCHOOL ACTIVITIES

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

28 OFF SITE ACTIVITIES

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

29 SAFEGUARDING AND CHILDREN WITH SEND, EAL or CERTAIN HEALTH CONDITIONS

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

Children and young people with special educational needs OR disabilities (SEND) or certain health conditions can face additional safeguarding challenges because there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers. Children with SEN and disabilities may be more prone to peer group isolation than other children. At Ratcliffe College we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place, There is in depth pastoral support in place with Tutor, Heads of Year and through the Learning Support department and also, if necessary, through a pastoral welfare plan.

30 EVALUATION OF THIS POLICY

This is carried out annually by the Governing Body and the DSL, reviewing records, procedures and any new guidance and guidance is taken from the Leicestershire and Rutland Safeguarding Children Partnership. The Governing Body undertakes an annual review of the School's Child Protection policies and procedures during the Autumn Term, to ensure that any deficiencies or weaknesses in child protection are remedied without delay. The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding

permeates all activity and functions. This policy therefore complements and supports a range of other policies.

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

Appendix 1 – Indicators of Radicalisation

Appendix 2a) – Actions when there are concerns about a child

Appendix 2b) - Response to reports of Sexual Violence or Sexual Harassment (KSCIE Part 5)

Appendix 3 – Contact details for other local services

Monitoring

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

In the Senior School, the Deputy Head Pastoral monitors the policy through discussions with key post holders, in addition to checking the records of incidents which are reported.

31 LINKS TO OTHER POLICIES

- Anti-Bullying Policy
- AUP
- Behaviour, Rewards and Sanctions Policy
- Eating Disorders Policy
- Education in Sexuality Policy
- Equal Opportunities Policy
- Exclusion Policy
- EYFS Use of Mobile and Camera Policy
- First Aid and Medical Arrangements Policy
- Gender Identity Policy
- Health and Safety Policy
- Missing Person's Policy
- Mobile and Electronic Devices Policy (E-Safety)
- Peer on Peer Abuse Policy
- Policy for Use of Reasonable Force
- Policy on Pupils Visiting Staff Accommodation
- Road Crossing Policy
- Safer Recruitment Policy
- School Development Plan
- Self-Harm Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct
- Trips and Visits Policy

- Visitors Policy (including contractors)
- Well-Being Policy
- Wetting and Soiling Policy

32 REVIEW

The Child Protection Policy is reviewed annually by the Deputy Head Pastoral, Prep School, Deputy Head Pastoral, Governor with responsibility for Safeguarding, the Headmaster, and the full Governing Body, in the Autumn Term. The Policy was updated last on **29.08.21**

This policy was last reviewed and given full approval by Governors **on 03.09.21**

33 FURTHER READING

- 1989 UN Convention on the Rights of the child
- 1989 The Children Act
- 2002 Education Act
- Department of Health Regulated activity (adults) - The definition of 'regulated activity' (adults) as defined by the Safeguarding Vulnerable Groups Act 2006 from 10th September 2012
- [2015 Use of reasonable force - Advice for Headmasters, staff and governing bodies](#)
- [2015 The Prevent Duty Guidance](#)
- [2018 Working Together to Safeguard Children](#)
- [2021 Sexual Violence and Sexual Harassment between children in schools and colleges](#)
- [2021 Keeping Children Safe in Education](#)

34 APPENDICES

Appendix 1 – Indicators of Radicalisation

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them

Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging

- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

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

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

Experiences, Behaviours and Influences

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

Travel

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

Social Factors

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

More critical risk factors could include: -

- Being in contact with extremist recruiters

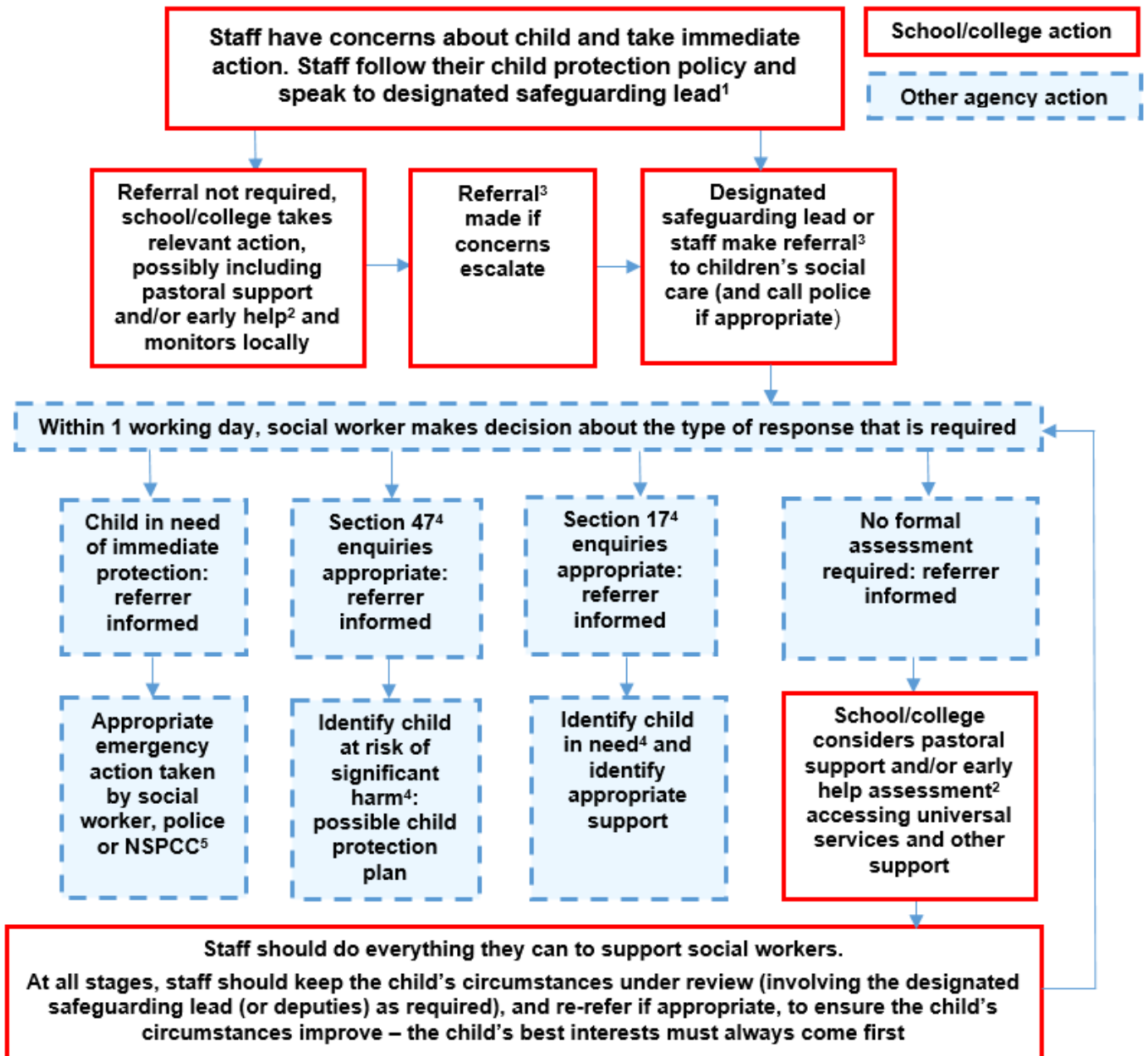
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal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

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

Appendix 2 - a) Actions where there are concerns about a child (KCSIE 2021 – Page 23)

b) Response to reports of Sexual Violence or Sexual Harassment (KSCIE Part 5)

a) Actions where there are concerns about a child (KCSIE 2021 – Page 23)



b) Response to reports of Sexual Violence or Sexual Harassment (KSCIE Part 5)

REPORT RECEIVED (from the victim or third-party) [Onsite, offsite or online]

Definitions

Sexual Violence

Rape Assault by penetration
Sexual assault

Sexual Harassment Unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment

Victim reassured

- taken seriously and kept safe; and never be given an impression they are creating a problem - confidentiality not promised
- listen to victim, non-judgementally
- record the disclosure (facts as reported)
- two staff present (one being the DSL, or reported to DSL as soon as possible)
- victim sensitively informed about referral to other agencies
- if victim does not give consent to share, staff may still lawfully share in order to protect child from harm and to promote the welfare of children (see 'Sexual Violence and Sexual Harassment' paragraph 62)
- parents of victim informed, unless this would put victim at greater risk.

Anonymity

Note that in cases of sexual violence there is legal protection of the victim's identity. Remember that this also includes sharing on social media and discussion amongst pupils in the school.

Record-keeping

Remember, to record all concerns, discussions, decisions and reasons for decisions.

Considerations

(Sexual Violence, Sexual Harassment and Harmful Sexual Behaviours) Immediately: Consider how to support the victim and the alleged perpetrator

wishes of the victim - nature of the alleged incident - ages of the children - development stage of the child

any power imbalance - one-off, or part of a pattern of behaviour - any ongoing risks to victim or others - other related issues and wider context (eg. CSE)

MANAGE INTERNALLY

One-off incidents which the school believes that the child(ren) are not in need of early help or statutory intervention, which would be appropriate to deal with internally under the school's behaviour policy or anti-bullying policy.

EARLY HELP

Non-violent Harmful Sexual Behaviours (see Harmful Sexual Behaviours Framework (NSPCC))

REFER TO SOCIAL CARE

All incidents where a child has been harmed, is at risk of harm or is in immediate danger. Social Care staff will decide next steps. Be ready to escalate if necessary.

REFER TO POLICE

All incidents of rape, assault by penetration or sexual assault. (incl. if perpetrator is 10 or under) Discuss next steps with police, for example, disclosing information to other staff, informing alleged perpetrator and their parents.

RISK ASSESSMENT

Case-by-case basis

(for details see paragraphs 69 and 70 Sexual Violence and Sexual Harassment between children in schools and colleges (DfE, 2021))

RISK ASSESSMENT

Immediately Do not wait for outcome of referral before protecting victim. Emphasis on victim being able to continue normal routines. Alleged perpetrator removed from any classes with victim (also consider shared spaces and journey to/from school) [Not a judgement of guilt]

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

SAFEGUARD AND SUPPORT VICTIM AND (ALLEGED) PERPETRATOR

DISCIPLINARY MEASURES TAKEN

(see school's Behaviour Policy/Anti-bullying Policy)

DISCIPLINARY MEASURES TAKEN

(may be undertaken based on balance of probabilities, unless prejudicial or unreasonable)

Ensure actions do not jeopardise the investigation

School to work closely with police and/or other agencies

CRIMINAL PROCESS ENDS

Conviction or Caution: follow behaviour policy, consider Permanent Exclusion. If pupil remains in school, make clear expectations; keep victim and perpetrator apart. Consider victim's wishes. -

Not Guilty: Support victim and alleged perpetrator -

No Further Action: Support victim and alleged perpetrator

Appendix 3 – CONTACT DETAILS FOR LOCAL SOCIAL SERVICES

Referrals must be made in one of the following ways depending on where the child lives:

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

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

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

Fax: 0116 305 0011

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

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

E-mail: childrensduty@leics.gov.uk

Safeguarding and Improvement Unit Service Manager

Lisa Mason 0116 305 7407

Allegations Manager

Kim Taylor – 0116 3055641 Lovena Brown - 0116 3058161

Safeguarding Development Officers:

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

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

Named contact for Children Missing from Education

Debbie Elshaw 0116 305 8162

- **All other referrals**

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

Multi Agency Referral Form (MARF)

Early Help – Queries and Consultation Line – 0116 305 8727

earlyhelpreferrals@leics.gov.uk

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

Contact to learn outcome of referrals 0116 3050005

- **Leicester and Rutland Safeguarding Partnership**

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

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

Rutland Children's Duty

Phone: 01572 758407

Fax: 01572 758 307

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

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

- **Out of Hours Numbers for Leicestershire and Rutland**
Children's Emergency Duty Team: 0116 305 0005 (covers all of Leicestershire and Rutland).

First response Consultation line 0116 305 5500

Police: 101

Crimestoppers: 0800 555 111 (free and confidential)

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

Referrals can be made by:

Telephone: 0116 454 1004

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

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

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

Other useful contacts

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

Contact details for Nottinghamshire Safeguarding Children's Partnership

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

Contact details for Northamptonshire Safeguarding Children's Partnership

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

- Out of hours service : 01604626938

Contact details for Warwickshire Safeguarding Children's Partnership

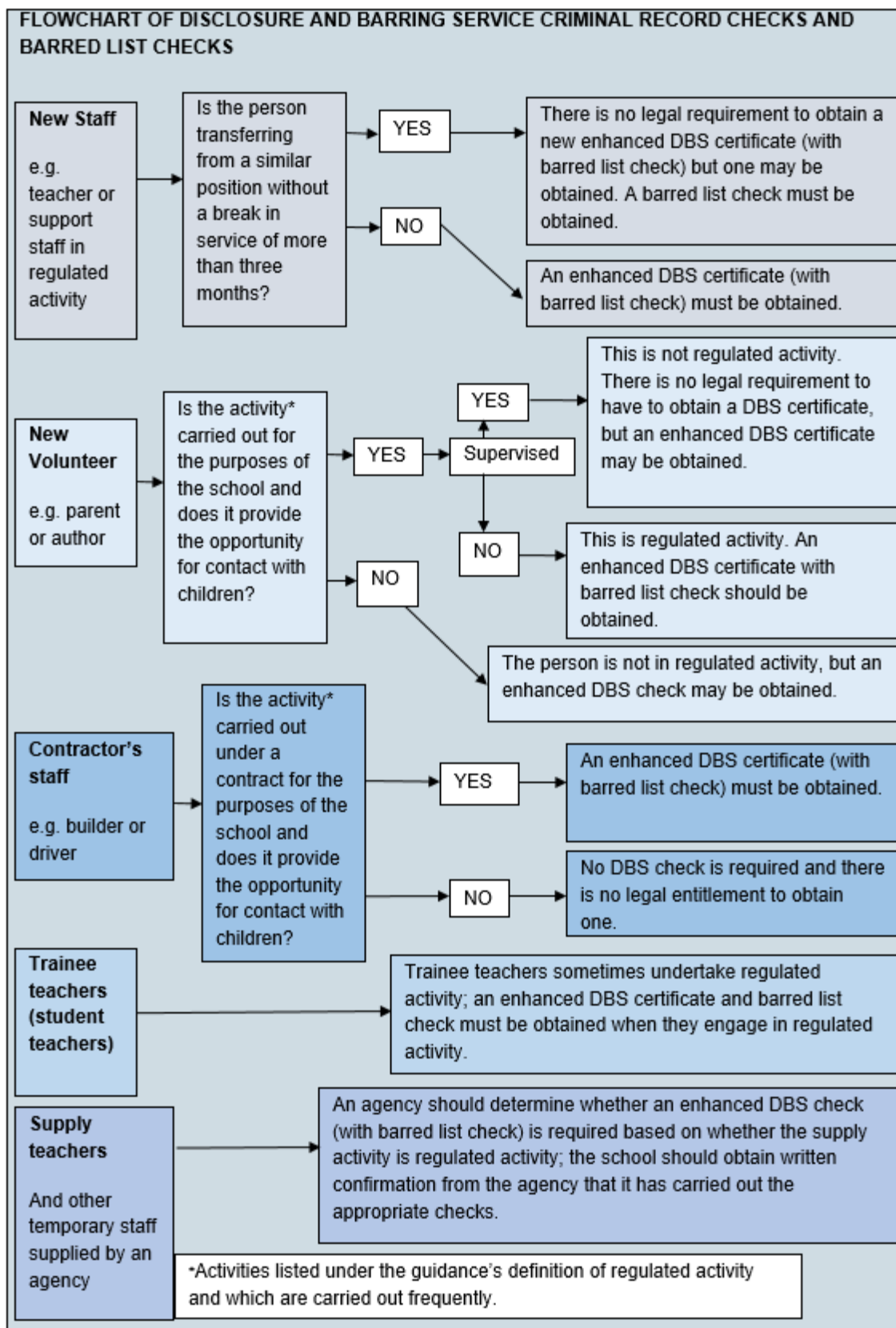
- To make a referral: 01926 414144
- Out of hours' service: 01926 886922

Contact details for Lincolnshire Safeguarding Children's Partnership

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

Contact details for Derbyshire Safeguarding Children's Partnership

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





Our Mission Statement - the reason our College exists

“Learning & Growing in the Light of the Gospel”

With Christ at the centre of our learning, we:

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

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

“Strength of Mind, Strength of Values, Strength of Purpose”

Strength of Mind

We aim to enable our students to be truly independent thinkers and to think ‘big’ ideas, using their creative instincts. We aim to empower our students to develop resilience through a growth mind set adopting a ‘not yet....’ rather than a ‘can’t do....’ attitude to their learning and their personal development. We aim to develop young people to become critical thinkers with the capacity for original thought and ideas. We aim to cultivate young minds to accept and welcome failure as a natural part of self-improvement and personal growth – how can we know how to improve unless we first fail?

Strength of Values

Ratcliffe College’s educational ethos and Christian values are emphasised by a strong sense of moral purpose and commitment to doing what is right for children and young people. With Christ at the centre of our learning, we educate young people to live their lives based on the Gospel Values: faithfulness and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, tolerance and peace, service and sacrifice.

As Christians, we hear the call of the Gospel to seek perfection by loving God and others with all our strength, anchored by our School motto, *Legis Plenitudo Charitas*: ‘Love is the fulfilment of the Law’. We aim to educate young people to see Christ in others and to help those less fortunate than themselves or those in need. As a through school with children from 3 to 18, we aim to instil a deep sense of community and belonging to the Ratcliffe College family of Schools: Nursery, Preparatory and Senior.

Strength of Purpose

Finally, we aim to educate young people to have a strong sense of who they are and their purpose in the world. We aim to inspire our young people to become the leaders of the future. Our aim is to nurture the God-given talents of every student, whether academic or part of the co-curriculum, so that they achieve their greatest potential and are equipped academically, socially, emotionally and spiritually to go forth and make a positive difference to the communities in which they live and work.

Ratcliffe College

Peer-on-Peer Abuse Policy

Author: Mr J.P. Reddin	Receiver: All staff
Review Date: August 2021	Date of Next Review: July 2022

There is no place for bullying or Peer-on-Peer abuse at Ratcliffe College. The College takes a 'zero-tolerance' approach to peer-on-peer abuse. The Governors, Senior Leadership Team, and all staff (which term shall apply to all volunteer staff members) at Ratcliffe College are committed to the prevention, early identification, and appropriate management of peer-on-peer abuse (as defined below) both within and beyond the School.

The phenomenon revealed in Spring 2021 by *Everyone's Invited* is not new. Surveys and research have been highlighting the problem since 2012.

- The 2017 Girlguiding Survey of girls aged 13–21 found that 64 per cent had experienced sexual harassment at school.
- A 2017 report by the NEU, in collaboration with UK Feminista, found that over a quarter of girls at mixed schools had experienced unwanted touching of a sexual nature at school.
- In a June 2020 report from the University of Bedfordshire entitled *Beyond Referrals*, their research found that 73 per cent of students surveyed indicated that sexual/sexist name calling occurred in school; 55 per cent that rumours circulated about student sexual activity; 36 per cent that sexual harassment took place; 30 per cent that sexual images of students were shared without consent; and 22 per cent that unwanted sexual touching occurred.

This is the School's overarching policy for any issue that could constitute peer-on-peer abuse. It relates to, and should be read alongside, the School's Safeguarding & Child Protection Policy and any other relevant policies including, but not limited to, Antbullying (including cyber-bullying), Mobile and Electronic Devices Policy, Relationship and Sex Education Policy, Acceptable Use Policy, Records Management Policy and the Behaviour, Rewards and Sanctions Policy. This policy is compliant with the statutory guidance on peer-on-peer abuse as set out in *Keeping Children Safe in Education* (September 2021) and the updated Sexual Violence and Harassment guidance from September 2021.

What is Peer-on-Peer abuse?

Relationships and friendships within school can be the cause of unhappiness and upset to a pupil when they go wrong. For these purposes, peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and non-intimate), friendships and wider peer associations.

Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- Sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

- Consensual and non-consensual sharing of nudes and semi-nudes' images and or videos (also known as sexting or youth produced sexual imagery).
- Upskirting, which is a criminal offence. This typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Sexting

"Sexting" is the act of sending, receiving, or forwarding sexually explicit messages, photos, or images via cell phone, computer, or another digital device. These messages, photos, and images are then often being further disseminated through email and internet-based social networking websites well beyond their original intended recipients.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020) - <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

In the case of reported sexting, staff will not search the contents of a pupil's mobile phone where there is a suspicion of indecent images. (See the dfe guidance on "[Searching, Screening and Confiscation](#)"). Where there is a suspicion of indecent images on a pupil's mobile phone or electronic device, Ratcliffe College will report it to the police immediately. Confiscated materials and devices are stored under lock and key in the Deputy Head Pastoral's office to await removal by the Police, where necessary. Both storage and removal are logged. The College takes note of advice on sexting from the Child Exploitation Online Protection Centre (CEOP). <https://www.ceop.police.uk/safety-centre/>

Sending or receiving a sexually suggestive image or text under the age of 18 is a crime and is considered child pornography and can result in criminal charges.

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

For further clarity on what is meant by this terminology, "from normal and developmentally expected to inappropriate, problematic, abusive and violent," designated safeguarding leads (or deputies) can refer to Hackett's useful '**Continuum of children and young people's sexual behaviours**' which can be found by clicking [here](#).

Prevention

Culture is key with prevention. Our Mission Statement is key to creating a safe space. "

"Learning and Growing in the Light of the Gospel"

With Christ at the centre of our learning, we:

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

We are a Roman Catholic school, welcoming and valuing all children because of their innate dignity.

This is created through several methods, including leadership from the SLT team, pastoral team, staff training, assemblies, PSHCE programme, as well as regular training for all, including prefects and mentors. This will include case studies and reflective behaviour. Staff are trained to recognise that abuse is abuse and should never be passed off as 'banter', 'just having a laugh', or 'part of growing up' but take a 'zero-tolerance' approach.

Staff are aware that 'it could happen here' and that safeguarding is everyone's responsibility, with it being on every Department's agenda.

- Members of the teaching staff will attend INSET training courses to make sure they are up-to-date and aware of the support that can be offered.
- Students must feel that there is a safe space for them to make referrals or disclosures. Referrals can be made through Tutor, Teacher, HoY, SLT or a member of the Safeguarding Team.
- A range of support staff, including the nursing or counselling team, are also available.
- The School regularly tackles the subject of peer-on-peer abuse in assemblies and PSHCE lessons, as well as inviting external speakers to address year groups on this issue.

It is important that appropriate personal safety lessons are taught to ensure that students know:

- how to: determine whether children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe...and how to seek help or advice.
- the characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship.
- that some types of behaviours within relationships are criminal, including violent behaviour and coercive control.
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.
- the impact of viewing harmful content.
- that sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties, including jail.
- the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming,
- coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
- how people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online).

N.B. This is not a complete list of required content but are those aspects of Relationships and Sex Education (RSE) most pertinent to this risk assessment document.

What the School will do if a concern is raised

The School promotes an "always tell" ethos amongst its students, parents and staff. All incidents are investigated thoroughly, and every effort is made to protect any pupil connected to the allegation from becoming a victim of peer-on-peer abuse themselves.

- In the event of an observed or reported instance of peer-on-peer abuse, the facts will be ascertained from the victim(s), alleged perpetrator(s) and witness(es).
- A record will be made of who was involved, what happened, when and where. This will be passed to the relevant HoY (or Form Teacher at the Preparatory School), who will liaise with the DSL or DDSL.
- Staff will not use the term 'victim' and/or 'perpetrator' when speaking with pupils. This is because our School takes a safeguarding approach to all individuals involved in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter. Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.
- The School will endeavour to keep parents of those students involved informed if, and when, it may be dealing with a peer-on-peer abuse situation.
- Parents are asked to let the School know directly (in the first instance, normally the Form Teacher for Preparatory School students, Tutor or the HoY for Senior School students) if they have cause for concern, either on behalf of their own children or because of rumours about incidents involving others.
- The School will handle information discreetly and, while it will usually inform all interested parties of the situation, it will not do so without careful consultation first.
- This policy uses the terms 'child' and 'children', as a person aged under 18. We have nonetheless chosen not to restrict our approach to peer-on-peer abuse under this policy to children but instead to adopt a wider interpretation of our safeguarding responsibilities so that they apply to all students, regardless of age.
- If necessary, a risk assessment will be used to manage the students' routines in school.

The School's response to incidents involving the exchange of youth-involved sexual imagery will need to differ depending on the age of the students involved.

- Once investigated, depending on the severity, every effort will be made to resolve the problem through counselling of both parties, which will seek to support the children and change the behaviour of peer-on-peer abuse.
- We will assess the concern raised through the Brook Traffic Light Tool Sexual Behaviours Traffic Light Tool, which can be found [here](#), as well as the Leicestershire County Council Risk assessment, which the DSL has copies of.
- If behaviour is sexually inappropriate, it may be appropriate to involve Early Help, Children's Social Care and/or the Sexual Behaviour Service.
- If it is decided that the behaviour is sexually harmful, sexually abusive or sexually violent, advice and support should be requested from other agencies. These could include Children's Social Care and the Police.
- If a child has been harmed, or is at risk of significant harm, a referral will need to be made to Children's Social Care in accordance with the Safeguarding & Child Protection Policy and procedures. This includes when there is a risk of a child or young person abusing someone else. Depending on the nature of the concerns, a report to the Police may also be necessary in parallel with the referral to Children's Social Care.

Child-on-child sexual violence and sexual harassment

- KCSIE 2021 Part 5 and the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges' 2021 sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

- Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.
- All staff at Ratcliffe College are advised to maintain an attitude of ‘it could happen here’.
- Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college.
- Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.
- Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.
- Victim reassurance. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- If necessary, a risk assessment will be used to manage the students’ routines in school.

The Governing Body are aware of the DfE detailed advice to support schools and colleges. The advice – [Sexual violence and sexual harassment between children in schools and colleges](#) (September 2021) includes what sexual violence and harassment looks like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school approach to preventing child-on-child sexual violence and sexual harassment.

Reports of **child-on-child sexual violence or sexual harassment** should be reported to the DSL immediately or where necessary, the deputy DSL via CPOMS or in writing, signed and dated.

Following a report of sexual violence or sexual harassment, the DSL (or deputy) will make an immediate risk assessment in line with the advice from [KCSIE 2021, Section 5 \(Page 99\)](#) considering:

- The victim
- The alleged perpetrator
- All other children (and if appropriate adult pupils and staff)

The DSL will then liaise with the appropriate external agency (social services/First Response, police or other specialist services, as necessary to seek further advice).

The following will be considered by the DSL (or deputy) following a report of sexual violence and/or sexual harassment:

- the wishes of the victim in terms of how they want to proceed
- the nature of the alleged incident
- the ages of the children involved
- the development stages of the children involved
- any power imbalance between the children
- is the incident a one-off or a sustained pattern of abuse?
- are there ongoing risks to the victim, other children, school or college staff?
- contextual safeguarding issues

Sexual violence and sexual harassment are not acceptable and will not be tolerated at Ratcliffe College. Staff should always act in the best interest of the child and report their concerns to the DSL (or deputy) immediately. Ratcliffe College takes a 'zero-tolerance' approach to such behaviour.

For all incidents of peer-on-peer abuse, there are various supports that can be considered depending on the children. The NSPCC have launched a new dedicated, confidential helpline – Report Abuse in Education - which is available to current or past victims as well as parents, carers or professionals with concerns. The helpline number is 0800 136 663. It is free and anonymous and will be open Monday to Friday 8am – 10pm and Saturday to Sunday 9am – 6pm.

Depending on the risk identified, advice should be sought from one or more of the following agencies:

First Response Children's Duty Team: Tel: 0116 305 0005 (24-hour phone line)

Police Child Abuse Investigation Unit – www.gov.uk/report-child-abuse

UK Safer Internet Centre Tel: 0344 3814772 Email: helpline@saferinternet.org.uk

Other useful Points of Reference:

- ➤ Leicestershire and Rutland Safeguarding children Partnership – <https://lrsb.org.uk/lrscp>
- ➤ Child Exploitation and Online Protection Centre - <http://www.ceop.gov.uk>
- ➤ Childnet International – Internet Safety Website – <https://www.childnet.com>
- ➤ Internet Watch Foundation - www.iwf.org.uk
- ➤ Kidscape – www.kidscape.org.uk
- ➤ NSPCC – www.nspcc.org.uk - also for children and young people www.childline.org.uk and www.worriedneed2talk.org.uk
- ➤ UKCCIS Sexting Advice- www.gov.uk/government/groups/uk-council-for-child-internet-safetyukccis
- ➤ Stop it Now! – Child Sexual Abuse - www.stopitnow.org.uk
- ➤ Think U Know – Internet, mobile phone and technology safety for children – www.thinkuknow.co.uk
- ➤ Young Minds - <http://www.youngminds.org.uk>

This policy applies in respect of all dealings between members of the School (not just on site or during school hours) which, in the opinion of the School, impact or may impact upon their conduct at school or upon the reputation of the School.

Ratcliffe College recognises the national and increasing concern about this issue and wish to implement this policy in order to mitigate harmful attitudes and peer-on-peer abuse in the school setting. We encourage parents to communicate openly on this issue so that if their child is feeling unsafe as a result of the behaviour of any of their peers, they should inform the School to ensure that appropriate and prompt action is taken in response.

This policy sets out our strategy for improving prevention and identifying, and appropriately managing, peer-on-peer abuse. It is reviewed annually, and updated in the interim as may be required, to ensure that it continually addresses the risks to which students are, or may be, exposed.

Policy Review

This policy was last reviewed by the Headmaster and Deputy Head, Pastoral, November 2021.