Safeguarding and Child Protection Policy

Including Early Years Foundation Stage

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> **Concerned About a Child?**
>
> If you have concerns about the safety of a child, you should act immediately.
>
> 1. Speak to the DSL or one of the Deputy DSLs straight away and follow this up with a referral on CPOMs and iSAMs – Wellbeing Portal or DSL contact info.
> 2. If you cannot speak to one of the DSL team, you must take action yourself by contacting the Children's Single Point of Access (see below) or in the event of an emergency where a child is at risk of immediate harm, contact the police.
>
> *There is further information in the policy about how to respond to a disclosure.*

Important Contact Details for Use by Anyone with Concern

The Children's Single Point of Access (C-SPA) is the umbrella term for the front door to support, information and advice for residents, families and those who work with children in Saudi Arabia.

Ministry of Education Child Helpline   **Tel:** 116111

Ministry of Education Child Helpline   **Email:** mlsd@gov.sa

> **Please Contact Saudi Arabia police via 999 if concerned for a child's immediate safety.**

Reigate Grammar School Riyadh's Key Staff

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Head of Primary School	Iain Hope	iain.hope@rgs.edu.sa
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Primary School Deputy Designated Safeguarding Lead (DDSL)	Tayyeba Khan Class teacher	tayyeba.khan@rgs.edu.sa
High School Deputy Designated Safeguarding Lead (DDSL)	Heena Iqbal Counsellor/Teacher	heena.iqbal@rgs.edu.sa

Governor Responsibilities for Child Protection and Safeguarding at RGSR

Designated Governor for Safeguarding (DGS)	Stephen Deady	stephen_rgsi@rgsinternational.org

1. Safeguarding Statement: *It could happen here*

This is a combined policy across all sections of the school, from EYFS, Primary and Secondary School. This policy therefore covers the welfare of children aged from 3-18 years. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued and feel confident to talk if they are worried, believing they will be effectively listened to.

We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice. Child protection forms part of the school's safeguarding responsibilities.

The purpose of this policy is to provide staff, volunteers, and governors with the framework they need to keep children safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care.

2. Terminology

- **Safeguarding** and promoting the welfare of children is defined 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.
- **Child Protection** is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

- **Staff** refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

- **Child(ren)** includes everyone under the age of 18. Overall, this will apply to students of our school; however, the policy will extend to visiting children and students from other establishments.

- **Parents** refers to birth parents and other adults who are in a parenting role, for example stepparents, foster carers, and adoptive parents.

- **Early Help** means providing support as soon as any needs emerge or are identified at any point in a child's life.

- **Social Care** refers to Children's Services in the area in which the child is residing.

- **C-SPA** refers to the Children's *Single Point of Access*

- **MOE Services -** refers to the Ministry of Education in Kingdom of Saudi Arabia (KSA)

- **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.

- **Children suffering or likely to suffer significant harm.** MOE, with the help of other organisations as appropriate, have a duty to make enquiries if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

3. Introduction

This policy has been developed in accordance with the principles established by the *Children Acts 1989 and 2004*; the *Education Act 2002*, and in line with the following government publications:
- ***Working Together to Safeguard Children, 2018 (last updated 2019***), *Revised Safeguarding Statutory Guidance Framework for the Assessment of Children in Need and their Families, 2000,* and ***What to do if you are Worried a Child is Being Abused, 2015.***
- The policy also reflects, both statutory guidance 'Keeping Children Safe in Education' 2022 (KCSIE).

- We also have regard to: *Disqualification under the Childcare Act, 2006 (updated 2019); Teacher Standards, 2011; SCC Children Missing Education; SCC Touch and use of physical intervention when working with children and young people; Information Sharing 2018; FGM Act 2003 Mandatory Reporting Guidance 2016, Equality Act 2010, The Use of social media for On-Line Radicalisation 2015 and* **When to Call the Police.** *(The above principles are in accordance with COBIS regulation and conjunction to the ministry of education guidance in the Kingdom of Saudi Arabia (KSA)*

The Board takes seriously its responsibility under to safeguard and promote the welfare of children and to work together with other agencies to ensure that there are robust arrangements within our school to identify, assess and support those children who are suffering harm or at risk of suffering harm.

This policy applies to all members of staff and governors in the school.

4. Policy Principles and Values

> The welfare of the child is paramount and RGSR understands its duty to consider at all times the **best interests of the child, to create a culture of safety, equality and protection** and to **take action to enable all children to have the best outcomes.**
>
> We maintain an attitude of **'It could happen here'.**

- Children have a right to feel safe and secure: they cannot learn effectively unless they do so.
- All children have a right to be protected from harm and abuse, this means that all children regardless of age, gender, culture, language, race, ability, sexual identity, or religion have equal rights to protection, safeguarding and opportunities.
- All staff have a role in the prevention of harm and abuse and an equal responsibility to act immediately on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, considering contextual safeguarding (where we assess the risks and issues in the wider community surrounding a child), in accordance with statutory guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working to protect and safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact the police, without notifying parents if this is believed to be in the child's best interests.

5. Policy Aims

- To demonstrate the school's commitment regarding safeguarding and child protection to students, parents and other partners.
- To raise the awareness of all teaching and non-teaching staff of their responsibilities to safeguard children through identifying and reporting possible cases of abuse.
- To enable the school to effectively contribute to Early Help, assessments of need and support for those children.
- To provide robust school systems and procedures that are followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, in particular Early Help providers, the Police, and the Ministry of Education (KSA).
- To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity and qualifications, and a single central record is kept for audit.

6. Supporting Children

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide a safe place and the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal for example, they might be aggressive or withdrawn.

6.1. Our School Will Support All Children By:
- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe, and positive environment within the school.
- Responding sympathetically to any requests for time out to deal with distress and anxiety at the DSL's office.
- Offering details of pastoral support and **opportunities for children to be listened to** within school. At RGSR examples are the school counsellor, and the school nurse. We also use mindfulness techniques to support students who are anxious. Pupils are given these details through the school counsellor, pastoral team, and one to one mentoring sessions.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children, including but not limited to, the Ministry of Education.
- Notifying the parents and / or relevant authorities, where necessary as soon as there is a significant concern.
- We will provide continuing support to children about whom there have been concerns who leave the school by ensuring that information is shared confidentially with the child's new setting. We will ensure the school records are forwarded as a matter of priority and within statutory timescales.

As part of a broad and balanced curriculum, children are taught about safeguarding, including online, through various teaching and learning opportunities. Children are taught to recognise when they are at risk and how to get help when they need it. This is in the form of registration sessions as well as continuous workshops delivered during assemblies.

7. Prevention/Protection
We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

7.1. The School Community Will Therefore:
- Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to;
- Include regular consultation with children e.g. through questionnaires, student councils and forums, participation in anti-bullying week, asking children to report whether they have had happy/sad lunchtimes/playtimes etc.
- Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. This will include anti-bullying work and online-safety. Also focused work in Year 6 to prepare for transition to secondary school and more personal safety/independent travel; and
- Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

8. Safe School, Safe Staff
We will ensure that:
- the school operates a safer recruitment procedure in line with KCSIE 2022 and this includes statutory checks on staff suitability to work with children and disqualification regulations.

- all staff receive and read and adhere to the schools' safeguarding arrangements, the schools' safeguarding statement, *Staff Code of Conduct, Safeguarding Policy*, the role and names of the Designated Safeguarding Lead and their deputies, and [Keeping Children Safe in](#) [Education Part 1 and Annex B](#) , as well as the Behaviour Policy, Anti-Bullying Policy, Acceptable User Policy and E-Safety Policy on induction.

- all staff receive safeguarding and child protection training at induction. **As part of the induction, staff must read the Safeguarding Policy.** The Induction meeting proves an opportunity for the new member of staff to discuss the main elements with the DSL. During the induction when staff meet with one of the DSLs and the role of the DSL and deputies is explained to them. They are asked to read **the Staff Code of Conduct** and key features are explained during induction e.g. **whistleblowing, acceptable use of ICT, guidance on appropriate use of social media and other forms of**

communications to help ensure professional roles are clearly understood. In addition, guidance is given on 1:1 teaching situations such as music tuition.

In summary, we will follow *KCSiE* guidance as set out below.

Staff Induction – these are not intended to be exhaustive	
Explain (*KCSiE*)	**Provide** (*KCSiE* Part One and Annex B or)
Safeguarding policy (including response to children missing education and child-on child Abuse)	Safeguarding Policy (including children missing education and Child-on-Child Abuse)
Role of DSL – including identity of DSL and deputies – contained in Safeguarding Policy	Role of DSL and DDSLs
Explain Staff Code of Conduct	Staff Code of Conduct
Explain Student Behaviour Policy	Student Behaviour Policy
E Safety Policy	E Safety Policy
Part One of *KCSiE* and Annex B or Annex A *(for staff who do not work directly with children)*	Part One of *KCSiE* and Annex B and Annex A *(for staff who do not work directly with children)*

- all members of staff are trained in and receive updates in online safety and reporting concerns.
- all staff and governors have regular child protection awareness training, in line with COBIS standards. Any changes are regularly updated by the DSL as appropriate, to maintain their understanding of the **signs and indicators of abuse and to include Prevent and Online Safety.**
- All members of staff maintain a zero-tolerance approach to sexual violence and sexual harassment.
- the *Safeguarding Policy* is made available via the school website and parents/carers are made aware of this policy and their entitlement to have a copy. There is a printed copy held by the School Reception. All parents/carers are made aware of the responsibilities of staff members regarding child protection procedures through the publication of the *Safeguarding Policy* on the school websites.
- the name of the designated members of staff for child protection, the Designated Safeguarding Lead and Deputies, are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected harm and abuse.

9. Roles and Responsibilities

All school staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:
- Provide a safe environment in which children can learn.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or have concerns.
- Ensure only appropriately trained professionals attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken, following our policy and procedures, and speaking to the DSL or a deputy and reporting it through **iSAMS and CPOMS (our dedicated safeguarding software)**.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Attend training to be aware of and alert to the signs of abuse.

- Maintain an attitude of **"it could happen here"** with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL immediately that day. If the DSL is not contactable immediately a Deputy DSL should be informed.
- Be prepared to refer directly to the Single Point of Access (C-SPA), and the police if appropriate. We understand that we have a pivotal role to play in multi-agency safeguarding arrangements.
- Report low-level concerns about any member of staff/supply staff or contractor to the DSL (or deputy) and where a low-level concern is raised about the DSL it will be shared with the relevant Head of School or Principal.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the Ministry of Education and Safeguarding alliance partnership to take account of guidance issued by the Department for Education (UK) and MOE (KSA).
- Provide support for children subject to Early Help, Child in Need or Child Protection that is in keeping with their plan.
- Treat information with confidentiality but never promising to "keep a secret".
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Understand Early Help and be prepared to identify and support children who may benefit from Early Help.
- Will identify children who may benefit from early help, liaising with the DSL in the first instance. Options may include managing support for the child internally via the school's pastoral support process or an early help assessment. In some circumstances it may be appropriate for a member of school staff to act as the Lead Professional in Early Help cases.
- Liaise with other agencies including the Ministry of Education that support pupils and provide Early Help.
- Know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the role of the DSL, the schools *Safeguarding Policy, Behaviour Policy and Staff Code of Conduct*, and procedures relating to the safeguarding response for children who go missing from education.
- Be mindful that the Ministry of Education states that teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Assist the Board, Heads of School, and Principal in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.

9.1. The Principal Will Ensure That:
- The Child Protection and *Safeguarding Policy* and procedures are implemented and followed by all staff and all staff are aware of the role of the DSL, including the identity of the DSL and any deputies.
- all children are supported to report concerns about harmful sexual behaviour freely. That concerns are taken seriously and dealt with swiftly and appropriately, and children are confident that this is case. And that comprehensive records of all allegations are kept.
- where there is a safeguarding concern that the child's wishes and feelings are considered when determining what action to take and what services to provide. Child-centred systems and processes are in place for children to express views and give feedback.
- sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and DSL(s) to carry out their roles effectively, including the provision of advice and support to school staff on child welfare. and child protection matters, to take part in strategy discussions/meetings and other inter-agency meetings and/or support other staff to do so; and to contribute to the assessment of children.
- Deputy DSLs are trained to the same standard as the DSL and the role is explicit in their job description.
- adequate and appropriate DSL cover arrangements are in place for any out of hours/out of term activities.
- systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart.
- opportunities are provided for a co-ordinated offer of Early Help when additional needs of children are identified.
- all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures.
- that students are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online.

9.2. The Designated Safeguarding Lead

In addition to the role and responsibilities of all staff the DSL will:

- hold the lead responsibility for safeguarding and child protection (including online safety) in the school, this responsibility is not able to be delegated.
- have an "it could happen here" approach to safeguarding.
- liaise with the three safeguarding partners and work with other agencies in lie with *Working Together to Safeguard Children*
- manage and submit a Request for Support Form for a child if there are concerns about suspected harm or abuse, to the Children's Single Point of Access (C-SPA) and act as a point of contact and support for school staff. This will be followed up with the Ministry of Education.
- refer cases where a crime may have been committed to the local Police as required.
- liaise with the Ministry of Education for child protection concerns in cases which concern a member of staff/supply staff/contractor or a volunteer.
- record "low level concerns" in cases which concern a member of staff/supply staff/contractor or a volunteer. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that will be respected as far as reasonably possible.
- be available during term time (during school hours) for staff in school to discuss any safeguarding concerns. Appropriate and adequate cover arrangements will be arranged by the DSL and the school leadership for any out of hours/term activities.
- act as a source of support and expertise in carrying out safeguarding duties for the whole school community.
- encourage and promote a culture of listening to children and taking account of their wishes and feelings, amongst all staff.
- access training and support to ensure they have the knowledge and skills required to carry out the role. DSL training should be updated at least every two years and their knowledge and skills refreshed at regular intervals but at least annually.
- understand and support the school delivery with regards to the requirements of the Prevent duty and provide advice and guidance to staff on protecting children from radicalisation.
- Liaise with School staff (especially pastoral support, behaviour leads, School health colleagues and the SENDCO) on matters of safety and safeguarding.
- be alert to the specific needs of children in need, those with SEND and young carers. understand the risks associated with online activity and be confident that they have the up-to-date knowledge and capability to keep children safe whilst they are online at school; understand the additional risks that children with SEND face online and the associated and appropriate support they require.
- keep detailed, accurate records (either written or using appropriate secure online software), that include all concerns about a child even if there is no need to make an immediate referral and record the rationale for decisions made and action taken.
- ensure that an indication of the existence of the additional child protection file is marked on the pupil school file record.
- ensure that when a student transfers school (including in-year), their child protection file is passed to the new school as soon as possible, and within statutory timescales (separately from the main pupil file and ensuring secure transit) and that confirmation of receipt is received.
- ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. In addition, consideration should be given to a multi-agency schools transition meeting if the case is complex or ongoing.
- if the transit method requires that a copy of the Child Protection file is retained until such a time that the new school acknowledges receipt of the original file, the copy should be securely destroyed on confirmation of receipt.
- ensure that all appropriate staff members have a working knowledge and understanding of their role in case conferences, core groups and other multi-agency planning meetings, to ensure that they attend and can effectively contribute when required to do so.
- report to the Principal any significant issues pertaining to any ongoing cases.
- ensure that the MOE is informed of any child currently with a child protection plan who is absent without explanation.

- ensure that all staff sign to say they have read, understood, and agree to work within the school's child protection policy and staff code of conduct.
- organise child protection and safeguarding induction, regularly updated training, and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences.
- ensure that in collaboration with the school leadership and governors, the child protection policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly.
- ensure that the Child Protection Policy is available publicly and that parents are aware that referrals about suspected harm and abuse will be made and the role of the school in this.
- establish and maintain links with the MOE safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- establish and maintain links with the MOE safeguarding partners to make sure staff are aware of training opportunities and the latest policies on local safeguarding arrangements.
- ensure that the names of the Designated Safeguarding and Child Protection Lead and deputies, are clearly advertised, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.

9.3. The Deputy Designated Safeguarding Lead(s)

In addition to the role and responsibilities of all staff the Deputy DSLs:
- will be trained to the same standard as the Designated Safeguarding Lead and the role is explicit in their job description.
- will provide support and capacity to the DSL in carrying out delegated activities of the DSL. However, the lead responsibility of the DSL cannot be delegated.
- in the absence of the DSL, carries out the activities necessary to ensure the ongoing safety and protection of children. In the event of the long-term absence of the DSL the deputy will assume all the functions above.

9.4. All Members of The Board Understand and Fulfil Their Responsibilities to Ensure That:

- there is a whole School approach to safeguarding.
- the school has effective safeguarding policies and procedures including a *Safeguarding Policy, a Staff Code of Conduct, and a Behaviour Policy*. Requirements, are reviewed annually and that the *Safeguarding Policy* is available on the school website.
- the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training, if there is not a panel conducting interviews then the individual will have completed the safer recruitment training.
- at least one member of the board has completed safer recruitment training to be repeated every five years.
- all staff including temporary staff/supply staff, volunteers and contractors are provided with the School's Safeguarding and Child Protection Policy and if applicable the Staff Code of Conduct.
- the school has procedures for dealing with allegations of abuse against staff (including the Principal), and volunteers.
- a nominated governor for safeguarding is identified.
- a member of the senior leadership team has been appointed by the board as the Designated Safeguarding Lead (DSL) who will take lead responsibility for safeguarding and child protection and that the role is explicit in the role holder's job description.
- on appointment, the DSL and deputy(s) undertake DSL training Level 2 and 3 and 'Update' training every two years as well as attending DSL network events to refresh knowledge and skills.

10. Confidentiality, Sharing and Withholding Information

- All matters relating to child protection will be treated as confidential and only shared as per the requirement from the police, ministry of education, or child protection services.
- Information will be shared with staff within the school who 'need to know'.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

11. Child Protection Procedures

- The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.
- The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or abused or is at risk of harm or abuse.
- The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.
- All staff are aware that very young children and those with disabilities, special needs or with language delay may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility.
- There are also several specific safeguarding concerns that we recognise our pupils may experience, such as domestic abuse and these are covered further on in the policy for more detail.

12. If Staff are Concerned about a Child's Welfare

If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them, they must:

A. Make an initial record of the information related to the concern, this can be done in person or via *iSams* **wellbeing portal.**

B. Report it to the DSL immediately.

C. The DSL will consider if there is a requirement for immediate medical intervention, however urgent medical attention should not be delayed if the DSL is not immediately available.

D. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
- Dates and times of their observations
- Dates and times of any discussions in which they were involved.
- Any injuries
- Explanations given by the child/adult.
- Rationale for decision making and action taken.
- Any actual words or phrases used by the child.

E. The records must be signed and dated by the author electronically on i*Sams wellbeing portal.*

F. **Anyone can make a referral.** In the absence of the DSL or their Deputy, staff must be prepared to refer directly to their Head of School or Principal (and the police if appropriate) if there is the potential for immediate significant harm.

Following A Report of Concerns the DSL Must:
- Following a risk assessment, decide whether there are sufficient grounds for suspecting **significant harm, in which case a referral must be made immediately** to the Ministry of Education and / or the police if it is appropriate.
- Normally the school should try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement before making a referral to external agencies.
- If there is not a risk of <u>significant harm</u>, the DSL will either actively monitor the situation or consider offering Early Help.
- When a student needs urgent medical attention and there is suspicion of abuse the DSL or their Deputy should take the child to the accident and emergency unit at the nearest hospital, having first notified the MOE Liaising officer at the school. The DSL should seek advice about what action needs to be taken and about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.

13. Early Help

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.

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 who consider that a student may benefit from early help should discuss this with the School's DSL/DDSLs. The DSL/DDSLs will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate, as well as considering what help can be offered from within the school setting for example, school counsellor. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the students situation does not appear to be improving.

14. Dealing with Disclosures

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable.

14.1. Guiding Principles: The Seven Rs

1. Receive
   - Listen to what is being said, without displaying shock or disbelief.
   - Accept what is said and take it seriously.
   - Make a note of what has been said as soon as practicable.

2. Reassure
   - Reassure the student, but only so far as is honest and reliable.
   - Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'.
   - Do reassure, for example, you could say: 'I believe you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'.

3. Respond
   - Respond to the student only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details.
   - Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later prosecution in court.

- Do not ask the child why something has happened.
- Do not criticize the alleged perpetrator (the pupil may care about him/her, and reconciliation may be possible)
- Do not ask the student to repeat it all for another member of staff. Explain what you must do next and whom you must talk to. Reassure the pupil that it will be a senior member of staff.

4. Report
- Share concerns with the DSL immediately.
- If you are not able to contact your DSL or the Deputy DSL, and the child is at risk of immediate harm, contact the Principal or Police, as appropriate directly and if a crime has been committed you must act immediately.
- If you are dissatisfied with the level of response, you receive following your concerns, you should press for re-consideration.

5. Record
- If possible, make some very brief notes at the time, and write them up as soon as possible onto CPOMS and iSAMS.
- Keep your original notes on file.
- Record the date, time, place, person/s present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words.
- If appropriate, complete a body map to indicate the position of any noticeable bruising.
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'

6. Remember
- Support the child: listen, reassure, and be available.
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues.
- Get some support for yourself if you need it.

7. Review (led by DSL)
- Has the action taken provided good outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

14.2. What Happens Next?
It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following a report being made. If they do not receive this information, they should seek it out.

If they have concerns that the disclosure has not been acted upon appropriately, they might inform the Principal or Safeguarding Governor of the school.

14.3. Supporting Staff
We recognise that staff working in the school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties through internal supervision with the DSLs and/or to seek further support as appropriate, for example from our Independent School Counsellor or an external source.

14.4. Notifying Parents
The school will normally seek to discuss any concerns about a student with their parents. This must be handled sensitively, and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem advice will first be sought from children's social care and the Ministry of Education.

Where there are concerns about forced marriage or honour-based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.

15. Safeguarding Concerns and Allegations Against Adults Who Work with Children – Referral to The Ministry of Education

15.1. Procedure

This procedure should be used in all cases in which it is alleged a member of staff, including supply staff, volunteers and contractors in the school, or another adult who works with children.

15.2. Allegations

It is an allegation if the person has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

In dealing with allegations or concerns against an adult, staff must:

- Report any concerns about the conduct of any member of staff or volunteer to the principal immediately. If the principal is absent, then staff should refer to the Designated Safeguarding Governor.
- There may be situations when the Principal or Designated Safeguarding Governor will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Following consultation with the Ministry of Education they inform the parents of the allegation unless there is a good reason not to.

In liaison with the DSG, the school will determine how to proceed and if necessary, will refer the matter to the police.

15.3. 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 favorites.
- 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 principal 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 within the

Kingdom.

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 Ministry of Education.

The records' review might identify that there are wider cultural issues within the school 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.

16. What Is Child Abuse?
The following definitions are taken from *Working Together to Safeguard Children HM Government (2018)*. In addition to these definitions, children can also be abused by being sexually exploited, honour-based violence, forced marriage or female genital mutilation.

17. What Is Abuse and Neglect?
Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

17.1. Physical Abuse
Physical abuse 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.

17.2. Emotional Abuse
The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve 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 in isolation.

17.3. 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 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 online).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

17.4. 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 because 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 caregivers)
- ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

18. Indicators of Abuse

18.1. Neglect

Neglect is a lack of care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on Child in Need and Child Protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it may not pose a risk to the child. The duty to safeguard and promote the welfare of children. All studies would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns staff have should be discussed with the DSL.

Neglect can include parents or carers failing to:

- provide adequate food, clothing, and shelter.
- protect a child from physical and emotional harm or danger.
- ensure adequate supervision or stimulation.
- ensure access to appropriate medical care or treatment.
- frequently going hungry
- frequently having to go to school in dirty clothes.
- regularly having to look after themselves because of parents being away.
- having problems such as drug or alcohol misuse being abandoned or deserted.
- living at home in dangerous physical conditions
- not being taken to the doctor when ill
- not receiving dental care.

18.1.1. Indicators of Neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm.

It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

A. Physical Indicators of Neglect:

- Constant hunger and stealing food.
- Poor personal hygiene - unkempt, dirty, or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

B. Behavioural Indicators of Neglect:
- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers.
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

18.2. Emotional Abuse

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later.

- Emotional abuse is difficult to define, identify/recognise and/or prove.
- Emotional abuse is chronic and cumulative and has a long-term impact.
- All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.
- Children can be harmed by witnessing someone harming another person – as in domestic abuse.
- Most harm is produced in low warmth, high criticism homes, not from single incidents.

18.2.1. Indicators of Emotional Abuse

A. Developmental Issues:
- Delays in physical, mental, and emotional development
- Poor school performance
- Speech disorders, particularly sudden disorders, or changes

B. Behaviour Issues:
- Acceptance of punishment which appears excessive.
- Over-reaction to mistakes
- Continual self-deprecation ("I'm stupid… ugly… worthless" etc.)
- Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking) Self-mutilation.
- Suicide attempts
- Drug/solvent abuse
- Running away
- Compulsive stealing, scavenging.
- Acting out
- Poor trust in significant adults
- Regressive behaviour e.g. wetting.
- Eating disorders
- Destructive tendencies
- Neurotic behaviour
- Arriving early at school, leaving late

C. Social Issues:
- Withdrawal from physical contact
- Withdrawal from social interaction
- Over-compliant behaviour
- Insecure, clinging behaviour
- Poor social relationships

D. Emotional Responses:
- Extreme fear of new situations
- Inappropriate emotional responses to painful situations ("I deserve this")
- Fear of parents being contacted.
- Self-disgust
- Low self-esteem
- Unusually fearful with adults

- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

18.3. Physical Abuse

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the bony prominences e.g. knees, shins.

Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

18.3.1. Indicators of Physical Abuse/Factors That Should Increase Concern
- Multiple bruising or bruises and scratches (especially on the head and face)
- Clusters of bruises e.g. fingertip bruising (caused by being grasped)
- Bruises around the neck and behind the ears – the most common abusive injuries are to the head.
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- Marks indicating injury by an instrument e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle.
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object e.g. electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns Bald patches.

In the context of the school, it is normal to ask about a noticeable injury. Concerns should be increased when:
- the explanation given does not match the injury.
- the explanation uses words or phrases that do not match the vocabulary of the child (adult's words)
- no explanation is forthcoming.
- the child (or the parent/carer) is secretive or evasive.
- the injury is accompanied by allegations of abuse or assault

You should be concerned if a child:
- is reluctant to have parents/carers contacted.
- runs away or shows fear of going home.
- is aggressive towards themselves or others.
- flinches when approached or touched.
- is reluctant to undress to change clothing for sport.
- wears long sleeves during hot weather.
- is unnaturally compliant in the presence of parents/carers.
- has a fear of medical help or attention.
- admits to a punishment that appears excessive.

18.4. Sexual Abuse

Sexual abuse is often perpetrated by people who are known and trusted by the child e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse. The SSCP professional guidance provides school staff with information regarding indicators of CSE. Characteristics of child sexual abuse:
- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic.

- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent (this may occur online)
- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Most people who sexually abuse children are men, but some women sexually abuse too.

18.4.1. Indicators of Sexual Abuse

A. Physical Observations:
- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain

B. Behavioural Observations:
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually inappropriate behaviour
- Hinting at sexual activity
- Inexplicable decline in educational progress
- Depression or other sudden apparent changes in personality as becoming insecure.
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn.
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults.
- Regressive behaviour
- Onset of wetting, by day or night
- Nightmares
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Become worried about clothing being removed.
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

19. Sexual Violence and Sexual Harassment Between Children in Schools

19.1. Child-on-Child Abuse

Context

Sexual violence and sexual harassment can occur between two children of any age and sex and can happen online or off-line. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children e.g. sexual violence, sexual harassment, physical abuse, sharing nudes and semi-nudes (consensual and nonconsensual), initiation/hazing type violence and rituals.

We understand that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

We recognise that there can be a gendered nature of child-on-child abuse but that all child-on-child abuse is unacceptable and will be taken seriously.

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. (in the UK)

Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause the victim humiliation, distress, or alarm.

Upskirting is a criminal offence. Anyone of any gender can be a victim.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their education attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and staff are supported and protected as appropriate.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults and other children in school.

We recognise that children can abuse other children, and this will be dealt with under our child protection policy and in line with KCSiE (2022) and following recommendations from the Sexual Violence and Sexual Harassment between Children in Schools and Colleges guidance (DfE 2021) (United Kingdom)

We have a zero-tolerance approach to child-on-child abuse. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up. Child-on child/child abuse is abuse and will not be tolerated or passed as mere 'banter' or 'having a laugh', or just 'boys being boys' and challenging behaviours (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

We recognise that it is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable, and we should be mindful that it can happen to anyone.

The threshold for dealing with an issue of pupil behaviour or bullying under the Safeguarding Policy is when 'there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm'. Any such abuse will be referred to the relevant local agencies such as Ministry of Human Resources and Social Development. In the event of disclosures about child-on-child abuse that all children involved whether perpetrator or victim are treated as being 'at risk'.

We Will Minimise The Risk of Child-On-Child Abuse By:

1. Prevention
    - Taking a whole school approach to safeguarding and child protection
    - Providing training to staff
    - Providing a clear set of values and standards, underpinned by our behaviour policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
    - Engaging with specialist support and interventions.

2. Responding to Reports of Sexual Violence and Sexual Harassment
    - Children making a report of sexual violence or sexual harassment including up skirting (which is a criminal offence) will be taken seriously, kept safe and be well supported.
    - Staff taking the report will inform the DSL or the Deputy DSL immediately.
    - Staff taking a report will never promise confidentiality.
    - Parents or carers should usually be informed (unless this would put the child at greater risk).
    - If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the mlsd@gov.sa MOE services Child Helpline **(116111)**

3. Risk Assessment
Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The Risk assessment will consider:
    - The victim, especially their protection and support.
    - The alleged perpetrator, their support needs, and any discipline action.
    - All other children at the school.
    - The victim and the alleged perpetrator sharing classes and space at school.
The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

Action – The DSL Will Consider:
- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents
- Ongoing risks
- Other related issues or wider context

The DSL Decision Making Regarding the Issue with The Following Possible Options:
- Manage internally.
- Early Help intervention
- Refer to the MOE Services
- Report to the police (generally in parallel with a request for support to the MOE Services)

Ongoing Response:

The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and MOE.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.

The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the view that allowing the perpetrator to remain in the same school would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions considering their *Behaviour Policy*, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at the school, the relevant Principal should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.

The school will take any disciplinary action against the alleged perpetrator in accordance with the school *Behaviour Policy*.

The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

Physical Abuse

While a clear focus of child-on-child abuse is around sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and if it is believed that a crime has been committed, will be reported to the police.

The principles from the *Anti-Bullying Policy* will be applied in these cases, with recognition that any police investigation will need to take priority.

20. Anti-Bullying/Cyberbullying

Our school policies on anti-bullying are set out in a separate document and acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and/or differences/perceived differences are more susceptible to being bullied/victims of child abuse.

When there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm' a bullying incident should be addressed as a child protection concern. If the anti-bullying procedures are seen to be ineffective, the Principal and the DSL will also consider child protection procedures.

PHSEE education provides opportunities for children to understand bullying is wrong, its impact and how to deal with it.

21. Online Safety

The school has an E- Safety Policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents.

Children increasingly use electronic equipment daily to access the internet, share and view content and images via social media sites such as Facebook, twitter, Instagram, snapchat and for online gaming.

Some adults and other children use these technologies to harm children. The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in extremist or sexual behaviour such as webcam photography or face-to-face meetings. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

Children are taught about online safety throughout the curriculum and all staff receive online safety training which is regularly updated.

Children with skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or a deputy), should be informed.

22. Racist Incidents

We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

23. Child Sexual Exploitation (CSE)

> Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.
>
> The victim may have been sexually exploited even if the sexual activity appears consensual.
>
> Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (DFE 2017) (UK)

All staff are aware of the link between online safety and vulnerability to CSE.

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/suspicions 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); and
- Sexual identity.

More information can be found in: Child sexual exploitation: Definition and a guide for practitioners (DfE 2017).

Any concerns that a child is being or is at risk of being sexually exploited should be passed immediately to the DSL.

The school is aware there is a clear link between regular non-attendance at school and CSE. Staff will consider a child to be at potential CSE risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL (and deputies) will 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.

The DSL will consider the guidance and advice when there is a concern that a child is being or is at risk of being sexually exploited or where indicators have been observed that are consistent with a child who is being or who is at risk of being sexually exploited.

In all cases if the DSL identifies any level of concern the DSL should contact the C-SPA and email a Request for Support Form. If a child is in immediate danger the police should be called on 999.

The school is aware that a child often is not able to recognise the coercive nature of the abuse and does not see themselves as a victim. As a consequence, the child may resent what they perceive as interference by staff. However, staff must act on their concerns as they would for any other type of abuse. Children also rarely self-report CSE so staff must be particularly vigilant to potential indicators of risk.

The students will be informed of the grooming process and how to protect themselves from people who may potentially be intent on causing harm. They will be supported in terms of recognising and assessing risk in relation to CSE, including online, and knowing how and where to get help.

24. Child Criminal Exploitation (CCE) and Gangs – Serious Violence

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an

imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

There are several areas in which young people are put at risk by gang activity, both through participation in, and as victims of, gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual, and emotional abuse or neglect.

Staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime:
- Absence from school
- Change in friendships or relationships with older individuals or groups.
- Significant decline in performance signs of self-harm or significant change in wellbeing, Or signs of assault or unexplained injuries
- Unexplained gifts or new possessions
- Missing school

The risk or potential risk of harm to the child may be as a victim, a gang member or both – in relation to their peers or to a gang-involved adult in their household. Children can be particularly vulnerable to recruitment into gangs and involvement in gang violence. This vulnerability may be exacerbated by risk factors in an individual's background, including violence in the family, involvement of siblings in gangs, poor educational attainment, or poverty or mental health problems.

A child who is affected by gang activity, criminal exploitation or serious youth violence can be at risk of significant harm through physical, sexual, and emotional abuse. Girls may be particularly at risk of sexual exploitation.

Any concerns that a child is being or is at risk of being criminally exploited will be passed without delay to the DSL. The school is aware there is a clear link between regular non-attendance at school and exploitation. Staff will consider a child to be at potential risk in the case of regular non-attendance at school and make reasonable enquiries with the child and parents to assess this risk.

A request for support to the C-SPA will be made when any concern of harm to a child because of gang activity including child criminal exploitation becomes known. Any member of staff who has concerns that a child may be at risk of harm should immediately inform the DSL. The DSL will contact the MOE Services. If there is concern about a child's immediate safety, the Police will be contacted on **999**.

25. Sharing Nudes and Semi-Nudes

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is unlawful.

Sharing Nudes/Semi-Nudes Refers to Both Images and Videos Where:
- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people

Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to.

If a member of staff becomes aware of an incident involving making or sharing nudes/semi-nudes, they should follow the child protection procedures and refer to the DSL immediately.

The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible,

turn it off. Staff must not view, copy or print the images.

The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate).

Parents should be informed at an early stage and be involved in the process unless there is reason to believe that involving parents would put the child at risk of harm.

At any point in the process if there is concern a young person has been harmed or is at risk of harm a request for support should be made to the MOE Services or the Police as appropriate.

Immediate Request for Support at The Initial Review Stage Should Be Made to Children's Social Care/Police If:
- the incident involves an adult.
- there is good reason to believe that a young person has been coerced, blackmailed, or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs).
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent.
- the imagery involves sexual acts.
- the imagery involves anyone aged 12 or under.
- there is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the principal, to respond to the incident without referral to the MOE Child Services or the Police.

During the Decision Making the DSL Will Consider If:
- there is a significant age difference between the sender/receiver.
- there is any coercion or encouragement beyond the sender/receiver.
- the imagery was shared and received with the knowledge of the child in the imagery.
- the child is vulnerable, for example subject to child in need, child protection or early help plans, looked after, has a social worker, SEND.
- there is a significant impact on the children involved.
- the image is of a severe or extreme nature.
- the situation is isolated or if the image been more widely distributed.
- there other circumstances relating to either the sender or recipient that may add cause for concern.
- the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be referred according to our child protection procedures, including referral to the MOE Services or the Police.

The DSL will record all incidents of making, sharing, and sending nudes and semi-nudes including the actions taken, rationale for actions and the outcome.

26. School Attendance and Behaviour

Additional policies and procedures are in place regarding school attendance and behaviour.

The school recognises that absence from school and exclusion from school may be indicators of abuse and neglect, including the exploitation of children. The DSL will regularly liaise with members of school staff with responsibility for behaviour and attendance to ensure risk is identified and appropriate intervention is in place to protect children from harm.

27. Restrictive Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, for example, when a child is or may be at immediate risk of harming him/herself or others, and that always it must be the minimal force necessary to prevent injury to another person. Such events should be fully recorded and signed by a witness.

Staff who are likely to need to use physical intervention will be appropriately trained in Crisis Prevention Institute (CPI) techniques.

Staff understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection and/or disciplinary procedures.

We recognise that touch is appropriate in the context or working with children, and all staff have been given 'Safe Practice'' guidance to ensure they are clear about their professional boundaries.

When applying disciplinary measures such as physical intervention or isolation for children with SEND the school will consider the risks, given the additional vulnerabilities of these children.

28. Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff, including temporary staff/supply staff and volunteers should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements. If it becomes necessary to consult outside the school, they should speak in the first instance, to the Ministry of Education officer in accordance with the *Whistleblowing Policy*.

29. Children Who Are Particularly Vulnerable

Reigate Grammar School Riyadh recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment, or circumstances.

In some cases, possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs, or situation without consideration of the full picture.

Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

To ensure that all our pupils receive equal protection we will give special consideration to children who are:
- Disabled or have special educational needs.
- Young carers
- Affected by parental substance misuse, domestic abuse or parental mental health needs
- Adverse childhood experiences (ACEs)
- Having a social worker can mean they are more vulnerable to risk
- Asylum seekers
- Living away from home
- Vulnerable to being bullied or engaged in bullying
- Already viewed as a 'problem'
- Living in temporary accommodation
- Live transient lifestyles
- Living in chaotic and unsupportive home situations
- Vulnerable to discrimination on the grounds of race, ethnicity, religion, disability or sexuality
- At risk of sexual exploitation
- Do not have English as a first language.
- At risk of female genital mutilation
- At risk of forced marriage
- At risk of being drawn into extremism.

30. Mobile Devices and Photography/Videos

Staff are aware that they must never use their personal mobile telephone or other electronic device to take photographs or videos of students. Only school devices may be used, please see separate policies for RGSR for further information.

Associated Procedures

Appendix 1:
Brook Sexual Behaviours Traffic Light Tool

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexualbehaviours-traffic-light-tool for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Brook sexual behaviours traffic light tool adapted from Family Planning Queensland. (2012). Traffic Lights guide to sexual behaviours. Brisbane: Family Planning Queensland, Australia.

Behaviours: Age 0 To 5

All green, amber, and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What Is A Green Behaviour?	What Is an Amber Behaviour?	What Is A Red Behaviour?
Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices	Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.	Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.
What Can You Do?	**What Can You Do?**	**What Can You Do?**
Green behaviours provide opportunities to give positive feedback and additional information.	Amber behaviours signal the need to take notice and gather information to assess the appropriate action.	Red behaviours indicate a need for immediate intervention and action.
Green Behaviours 0 To 5	**Amber Behaviours 0 To 5**	**Red Behaviours 0 To 5**
• holding or playing with own genitals • attempting to touch or curiosity about other children's genitals • attempting to touch or curiosity about breasts, bottoms or genitals of adults • games e.g. mummies and daddies, doctors and nurses • enjoying nakedness • interest in body parts and what they do • curiosity about the differences between boys and girls	• preoccupation with adult sexual behaviour • pulling other children's pants down/skirts up/trousers down against their will • talking about sex using adult slang • preoccupation with touching the genitals of other people • following others into toilets or changing rooms to look at them or touch them • talking about sexual activities seen on TV/online	• persistently touching the genitals of other children • persistent attempts to touch the genitals of adults • simulation of sexual activity in play • sexual behaviour between young children involving penetration with objects • forcing other children to engage in sexual play

Behaviours: Age 5 To 9 And 9 To 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What Is A Green Behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

What Can You Do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green Behaviours 5 To 9

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green Behaviours 9 To 13

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender.
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers.

What Is an Amber Behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What Can You Do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber Behaviours 5 To 9

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber Behaviours 9 To 13

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression.
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

What Is A Red Behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What Can You Do?

Red behaviours indicate a need for immediate intervention and action.

Red Behaviours 5 To 9

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in
- sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red Behaviours 9 To 13

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

Behaviours: Age 13 To 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What Is A Green Behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What Can You Do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green Behaviours 13 To 17

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What Is An Amber Behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What Can You Do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber Behaviours 13 To 17

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What Is A Red Behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What Can You Do?

Red behaviours indicate a need for immediate intervention and action.

Red Behaviours 13 To 17

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

Appendix 2:
Effective Family Resilience Levels of Need