



## RIKKYO SCHOOL IN ENGLAND

### Safeguarding and Child Protection

Date	Review Date	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Headmaster
15/04/2021	18/04/2022	Mr.T.Okuno	Ms Melanie Brown	Dr.T.Okano

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Children Act 1989
- Education Act 2002
- Sexual Offences Act 2003
- FGM Act 2003
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Education and Inspections Act 2006
- Children and Young Persons Act 2008
- Childcare (Disqualification) Regulations 2009
- Police Act 1997 (Criminal Records) (No. 2) Regulations 2009
- School Staffing (England) Regulations 2009
- Equality Act 2010
- Education Act 2011
- Protection of Freedoms Act 2012
- Counter Terrorism and Security Act 2015
- Serious Crime Act 2015
- Data Protection Act 2018

The following documentation is also related to this policy:

- Dealing with Allegations of Abuse against Teachers and other Staff: Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools (DfE)
- Equality Act 2010: Advise for schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Mental Health and Behaviour in Schools: Departmental Advice (DfE 2014)

- Information Sharing 2015 (HM Government)
- What to do if you're worried a child is being abused 2015 (HM Government) ▪ Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children (2018)
- Inspecting Safeguarding in Early Years, Education and Skills Settings (Ofsted)
- School Inspection Handbook (Ofsted)
- The Prevent Duty: Department advice for schools and childcare providers (DfE)



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- Mandatory Reporting of Female Genital Mutilation – procedural information (HM Government)
- Guidance for safer working practices (Safer Recruitment Consortium 2015) ▪ Child Sexual Exploitation - definition and guide for practitioners (DfE 2017) ▪ Sexual violence and sexual harassment between children in schools and colleges (DfE 2018) ▪ Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)
- Data Protection: a toolkit for schools (DfE)
- Preparing for the General Data Protection Regulation (GDPR) - Information Commissioner's Office
- Sexing in Schools and Colleges (UK Council for Child Internet Safety (UKCCIS))

We are committed to safeguarding and promoting the welfare of all children and take account of the information contained in the DfE documents 'Working Together to Safeguard Children' and 'Keep Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)' as the safety and protection of children is of paramount importance to everyone in this school and we work hard to create a culture of vigilance. At all times we will ensure what is best in the interests of all children.

#### **Safeguarding and promoting the welfare of children is best defined as:**

'protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)).

We believe that all children have the right to be safe in our society. Therefore, we recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and working with parents. We teach all our students about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times.

We want all our children to achieve their full potential by:

- being as physically and mentally healthy as possible;
- experiencing good quality education opportunities;
- living in a safe environment;
- learning and working in a safe environment;
- experiencing emotional well being;
- feeling loved and valued;
- receiving support from a network of reliable and affectionate relationships;



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- learning to look after themselves;
- coping with everyday living;
- having a sense of identity and a positive image of themselves;
- developing their confidence and their interpersonal skills

We recognise that the safety and protection of pupils is the responsibility of all school personnel as they are in a unique position to notice injuries, marks or bruises when children are undertaking certain activities which might indicate a child has been abused. We believe that we must report and investigate all injuries for the safety and protection of the children in our care.

We acknowledge that children can be harmed physically, emotionally, sexually or by neglect. It is our duty to report any concerns that we have of child abuse as the health, safety and protection of all children is paramount. We are aware that if abuse is suspected by another child then child protection procedures will be applied to both children.

We are aware that '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.' We will report any concerns we may have regarding a pupil being possibly sexually exploited.

We are aware that female genital mutilation (FGM) is a form of child abuse and violence against women and affects girls particularly from North African countries. It is illegal in England and Wales to allow girls to undergo this practice. Section 5b of the FGM Act 2003 has introduced a mandatory reporting duty which requires health and social care professionals and teachers in England and Wales to report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out.

We will inform the Local Authority Designated Officer of any allegations of abuse by any

member of the school personnel whether they took place on the school premises or elsewhere and of the action taken in respect of these allegations.

We will also inform the Local Authority Designated Officer of any person connected to the school who is considered to be unsuitable to work with children.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of pupils being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation, and alert to changes in pupil's behavior. Any concerns will be reported to the Designated Safeguarding Lead.



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We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote pupils' welfare. Within this environment we work hard to build pupils' resilience to radicalization and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views.

We will deal with all incidents of sexting that involves the 'sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

We are committed to establishing and maintaining an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.

We will ensure that the curriculum deals with safeguarding through activities and opportunities in PSHE/Citizenship that will equip the children with the necessary skills and awareness to stay safe from abuse. We want children to understand risk, to become more resilient and know where to go for help and support not only in school but also in the local community.

We have a duty to ensure the **online safety** of all pupils and school personnel. We also have a duty to provide pupils with quality Internet access as part of their learning experience across all curricular areas. The use of the Internet is an invaluable tool in the development of lifelong learning skills.

We believe that if used correctly, Internet access will not only raise standards, but it will support teacher's professional work and it will enhance the school's management information

and business administration systems.

We acknowledge that the increased provision of the Internet in and out of school brings with it the need to ensure that learners are safe. We need to teach pupils how to evaluate Internet information and to take care of their own safety and security.

**E-Safety**, which encompasses Internet technologies and electronic communications, will educate pupils about the benefits and risks of using technology and provide safeguards and awareness to enable them to control their online experience.

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many previous data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.



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We have a duty to create and maintain a culture of safe recruitment and to establish and maintain correct procedures that will 'help deter, reject or identify people who might abuse children.' Procedures such as criminal record checks (DBS checks), barred list checks and prohibition checks, together with reference and interview information, to be used in order to determine the suitability of a prospective employee.

We are committed in establishing and maintaining correct procedures and checks for safer recruitment for all new staff, supply staff, contractors, volunteers and the establishment of sound working relationships with parent and support agencies.

We will ensure that all adults in the school community attend regular awareness training on a wide range of safeguarding topics and that both Designated Safeguarding Leads undertake two-yearly training in their role.

We believe that 'everyone who comes into contact with children and their families has a role to play in safeguarding children'. Therefore, we believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

### **Aims**

- To have in place procedures to ensure that we meet our responsibilities for safeguarding and promoting the welfare of children from abuse.
- To ensure school personnel have the skills, knowledge and understanding to keep looked after children safe.
- To ensure that all school personnel are aware of what action to take when dealing with a child protection issue.
- To create and provide a learning environment that is safe, secure, warm and welcoming for

children combined with sound security systems and procedures.

- To establish and maintain an ethos where children and parents feel secure in being able to talk confidently to school personnel about any concerns or fears they may have knowing that they will be taken seriously.
- To protect children from the risk of radicalisation and extremism.
- To build pupils' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism.
- To ensure all concerns about FGM are reported.
- To establish and maintain procedures for safer recruitment and to establish and maintain sound working relationships with parents and support agencies.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

### Types of Abuse and Neglect (taken from KCSIE)



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

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

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

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



encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.



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

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Child sexual exploitation:** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;

- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and • Children who regularly miss school or education or do not take part in education.

**So called 'honour based' violence:** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM)], forced marriage, and practices such as breast ironing. **If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.**

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate



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If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School's local safeguarding procedures.

**Forced marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may



contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

**Special educational needs and/or disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.



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**Lesbian, gay, bi or trans (LGBT):** Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Children who go missing from school:** A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the School's Missing Student Policy. All unexplained absences will be followed up in accordance with this Missing Student Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.



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### Responsibility for the Policy and Procedure

#### Role of the Headmaster

The Headmaster has been given delegated powers and responsibilities by the Trustees to ensure the implementation of the following areas:

Legislation and Law  
Ethos and Learning Environment  
Policy Awareness and Documents  
Training  
Appointing personnel to key roles with this policy

The Headmaster must:

- ensure the implementation of this policy, all procedures and other related policies;
- ensure everyone in the school community is fully aware of this policy;
- ensure all school personnel and trustee's read Part One of 'Keeping Children Safe in Education';
- ensure all new employees receive a copy of this policy on induction;
- publish this policy on the school's website;
- ensure all school personnel and volunteers understand the safeguarding risks to children and how to report any concerns they may have;
- work closely with the Designated Safeguarding Lead;
- nominate a deputy Designated Safeguarding Lead;
- ensure both Designated Safeguarding Leads undertake two-yearly training in their role;
- ensure both Designated Safeguarding Leads undertake Prevent awareness training;
- organise, in conjunction with both Designated Safeguarding Leads, regular awareness training on a wide range of safeguarding topics for all adults in the school community;
- keep an updated training attendance record and ensure that those who were absent from any training attend another follow up training session;
- provide evidence for Inspectors that training has been effective and has been implemented;
- provide adequate resources for the Designated Safeguarding Lead to undertake his/her role;
- ensure a safer recruitment process is in place;
- ensure that agency supply teachers and other supply staff are vetted by the agency are, when they arrive at school, are the same people that the agency vetted;
- ensure Disclosure and Barring Service checks are undertaken for everyone working with children in the school;
- complete prohibition checks for everyone in teaching work and to check that no one is restricted from working as a teacher in another EEA country;

- ensure the Single Central Record is in place, up to date and fulfils all statutory requirements;
- ensure all visitors are suitably checked and monitored;



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- ensure that all school personnel and volunteers are able to highlight improvements to the safeguarding policies and procedures;
- ensure that all new staff undertake training in child protection procedures; ▪ create and provide a learning environment that is safe, secure, warm and welcoming for children combined with sound security systems and procedures;
- have in place IT systems that will effectively filter the internet without over-blocking and systems to monitor online usage;
- ensure school personnel and pupils do not take photographic images without consent or management permission;
- ensure that regular checks of the school premises take place especially of changing areas by the Duty Teacher for hidden cameras;
- ensure that all areas of the school are kept clutter free in order to prevent the placing or installation of covert cameras;
- ensure the following procedure is undertaken if a covert camera is found:
  - will contact the police outlining all known details
  - will not touch the device
  - will not look at any images on the camera
  - will close off the area where the device was found as this is now a crime scene
  - will not move or remove any articles etc in the crime scene
  - will inform the local authority Designated Officer
  - will write an incident report
- ensure that all CCTV cameras are periodically checked to ensure that they are not facing:
  - areas of expected privacy
  - mirrors
- establish an environment where children feel safe to talk and a culture where school personnel listen to children;
- not promise confidentiality to any child but always act in the interests of a child; ▪ have in place effective anti-bullying strategies;
- minimise the risk of peer on peer abuse and investigate all allegations of peer on peer abuse
- encourage pupils to assess risks to themselves;

- ensure school personnel are constantly encouraging pupils to assess risks to themselves;
- ensure school personnel have the skills, knowledge and understanding to keep looked after children safe;
- ensure school personnel are aware of the additional safeguarding challenges to children with special educational needs and disabilities;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- ensure all concerns about FGM are reported;
- regularly report to the Trustee's and keep them updated;
- undertake training in safeguarding and child protection;



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- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy; ▪ provide guidance, support and training to all staff;
- support and counselling to school personnel if they feel distressed from being involved with a traumatic child protection case or incident;
- monitor the effectiveness of this policy;
- report annually to the Trustee's on the effectiveness of this policy;

### **Role of the Designated Safeguarding Lead**

The Designated Safeguarding Lead will:

- ensure the implementation of this policy;
- ensure everyone connected with the school is aware of this policy;; ▪ work closely with the Headmaster
- be trained in child protection policy procedures;
- renew training every two years in order to;

understand the assessment process

understand the procedures of a child protection case conference and child protection review conference

understand the specific needs of children in need

understand the specific needs of children with special educational needs and those of young carers

have in place a secure and accurate record system of all concerns and referrals

- receive appropriate annual updates;
- undertake Prevent awareness training;
- train school personnel in Prevent awareness;
- make school personnel aware of the increased number of cases of sexting among under 16 years olds and the damaging effects that it is having;

- ensure that sexting is discussed with pupils during PSHE;
- take the lead in dealing with child protection issues and in deciding what steps should be taken;
- take into 'account the child's wishes and feelings when determining what action to take and what services to provide';
- raise awareness of the need to protect pupils who might be vulnerable to radicalisation and involvement in terrorism;
- raise awareness that female genital mutilation (FGM) affects girls particularly from North African countries and it is illegal to allow girls to undergo this practice either in this country or abroad;
- ensure that all concerns regarding FGM and vulnerability to radicalisation are reported;
- undertake training on how to deal with sexting;
- deal with incidents of sexting by;
  - meeting with the appropriate school personnel;



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- meeting with the pupils involved;
  - informing parents unless by doing so will put the pupil(s) at risk;
  - not viewing the imagery unless it is unavoidable;
  - contacting social care or the police if a pupil is at risk of harm.
- minimise the risk of peer on peer abuse and investigate all allegations of peer on peer abuse
  - keep a confidential Child Protection Register of all those pupils known to be at risk and only if it is confirmed by social services that the child is at risk;
  - ensure all confidential child protection information is stored securely in central place inform parents that information is kept on their children;
  - ensure that no information will disclosed to a parent if this would put a child at risk of significant harm;
  - be trained in working with all agencies;
  - familiarise school personnel with the policy and procedures;
  - investigate and deal with all cases of suspected or actual problems associated with child protection;
  - ensure parents are aware that referrals about suspected abuse or neglect may be made
  - make child protection referrals to children's social care or if need be to the police and then to wait for a decision about the type of response required;
  - take appropriate action if a child's situation does not improve after a referral has been made by pressing for re-consideration;
  - record all child protection referrals;
  - co-ordinate action within the school;
  - liaise and seek advice from the Local Authority Designated Officer when the need arises;
  - liaise with social care and other agencies;
  - record the transfer of all child protection files of any pupil leaving to join another school by keeping the following record;

Date of Transfer	Child's Name	D.o.B.	Means of Transfer			Destination	Records received by
			Electronically	Special/Recorded Delivery	Direct Handover		

- provide support for any child at risk;
- not promise confidentiality to any child but always act in the interests of a child; ▪ act as a source of advice within the school;
- help create a culture within the school of listening to children;
- keep up to date with all new guidance on safeguarding children;
- keep all school personnel up to date with any changes to procedures; ▪ organise appropriate training for school personnel and trustee's;
- ensure all incidents are recorded, reported and kept confidential;
- keep all paperwork up to date;
- report back to the appropriate school personnel when necessary;
- ensure that there is a smooth transition of responsibilities and information when a new Designated Safeguarding Lead takes over the role;
- annually review the policy with the Headmaster.



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### **Role of the Local Authority**

The Local Authority will:

- be responsible for safeguarding and promoting the welfare of children by working in partnership with schools and other organisations;
- establish a Local Safeguarding Children Board;
- appoint the chairperson to the Local Safeguarding Children Board; ▪ appoint other members to the Local Safeguarding Children Board;
- have in place a Local Authority Designated Officer;
- ensure the Local Safeguarding Children Board is run effectively;
- ensure schools undertake their responsibilities for the safeguarding of children; ▪ have excellent links with local organisations;
- provide advice, information and guidance to families in the Local Authority.

### **Role of the Local Authority Designated Officer**

The Local Authority Designated Officer will:

- ensure safeguarding procedures are correctly applied and implemented throughout the



Local Authority;

- provide advice, information and guidance to personnel in the Local Authority; ▪ provide advice, information and guidance to families in the Local Authority; ▪ be responsible for updating the Local Authority policy for safeguarding and child protection;
- provide training and meet the training needs of schools and other organisations; ▪ work closely with Social Services, the Police, Health professional and all other agencies; ▪ be the key link to Social Services or the Police during and following formal investigations; ▪ monitor the progress of cases to ensure that they following the appropriate procedures; ▪ keep up to date with all changes in legislation;
- will be the Local Authority representative on the Local Safeguarding Children Board.



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### **Role of School Personnel & Volunteers**

School personnel and volunteers must:

- recognise that child protection is their main responsibility and will 'always act in the best interest of the child';
- read Part one of 'Keeping Children Safe in Education'; and Annex A if they are in direct contact with a child
- remember to make a written record of all verbal conversations;
- make a referral to children's social care or to the police if a child is in immediate danger or at risk of harm and then record the verbal conversation in writing;
- inform the designated safeguarding lead that a referral has been made; ▪ maintain an attitude of 'it could happen here' where safeguarding is concerned; ▪ identify concerns early, provide help for children and prevent concerns from escalating; ▪ speak to the designated safeguarding lead if they are unsure and then record the verbal conversation in writing;
- provide a safe environment in which children can learn;
- ensure pupils:
  - feel safe and protected;
  - know how to assess risk to themselves;
  - know how to keep themselves safe;
  - know how to raise a complaint or concern;
  - know and recognize a trusted adult that they can go to and raise their concerns;  feel supported and protected when they raise a concern;
  - are kept informed of any actions that have been taken when they have raised a complaint;
  - feel safe from discrimination and bullying;
  - are made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitors badges;
- treat children's welfare with utmost importance;

- be aware of the background of the children in their care;
- be made aware of this policy and all other safeguarding policies and procedures during induction and training;
- be aware of the online tool 'Reporting child abuse to your local council' ▪ attend regular awareness training on a wide range of safeguarding topics; ▪ be aware of the name of the Designated Safeguarding Lead;
- be trained in identifying signs of harm and abuse;
- be aware of child sexual exploitation, radicalisation and extremism; ▪ be aware of the effects of abuse and neglect on children;
- be alert at all times to the signs of abuse namely physical, emotional, sexual or neglect; ▪ know how to report any suspected case of harm or abuse;
- report to the police when a girl under the age of 18 informs them that FGM has been carried out on them or if they observe physical signs that FGM has been carried out; ▪ report if they suspect that FGM has been carried out or whether they consider a girl may be at risk of FGM;



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- be aware they face disciplinary procedures if they fail to comply with the mandatory duty; ▪ report to the Designated Safeguarding Lead if they have concerns that a child is subjected to peer-on-peer abuse;
- inform the Designated Safeguarding Lead of any child who they suspect is being privately fostered;
- report any concerns that they have about pupils who may be vulnerable to radicalisation;
- establish a school and classroom environment where children feel safe to talk and where school personnel listen to children;
- provide opportunities through the curriculum to address relevant issues and topics in order to promote their safety and well-being;
- encourage pupils to assess risks to themselves;
- report any concerns to the Designated Safeguarding Lead or the deputy Designated Safeguarding Lead;
- know what to do if a child makes a disclosure;
- not promise confidentiality to any child but always act in the interests of a child; ▪ receive support and counselling if they feel distressed from being involved with a case or incident;
- be cautious when using social networking sites and must:
  - set their profiles as private;
  - not allow access to pupils or parents;
    - avoid publishing or allowing to be published any material/comments/images that could damage their professional reputation or bring the school into disrepute.
- not to give personal details such as mobile/home telephone numbers, email address etc. ▪ report any concerns to the Headmaster regarding other members of staff; ▪ report to the head of Trustee's any concerns regarding the Headmaster; ▪ report to the Headmaster any

concerns they may have about poor or unsafe safeguarding practices and procedures;

- be kept up to date with changes in procedures;
- be prepared to attend a Strategy Meeting;
- be prepared to attend a Child Protection Case Conference;
- ensure that they conduct themselves correctly at all times and do not put themselves at risk;
- be aware of the Safer Recruitment processes and checks;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- report any concerns they have on any aspect of the school community.



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### Role of Pupils

Pupils must:

- feel safe and protected;
- know how to assess risk to themselves;
- know how to keep themselves safe;
- know how to raise a complaint or concern;
- know and recognise a trusted adult that they can go to and raise their concerns; ▪ feel supported and protected when they raise a concern;
- be kept informed of any actions that have been taken when they have raised a complaint;
- feel safe from discrimination and bullying;
- be made aware of the basic safeguarding procedures in school such as visitors signing in and wearing visitor badges;

### Role and Partnership with Agencies

We work in close partnership with all school agencies as the safety and protection of children is of paramount importance to everyone in this school.

### Reporting Concerns

If a pupil makes a disclosure then the member of the school personnel must:

- listen to the pupil;
- remain calm;
- offer reassurance;
- not ask the pupil to remove or adjust clothing if bruises are observed; • not ask leading questions;
- let the pupil speak freely;
- accept what has been told them without challenge;

- not offer opinion or criticize or lay blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- not promise confidentiality but inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed critical incident sheet to the designated person who will seek advice from MASH;

If a member of the school personnel suspects that a child may be a victim of abuse then they must:

- record accurately and factually what they have seen in note form;
- submit a completed critical incident sheet to the designated person;



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The Designated Safeguarding Lead will then:

- further investigate and keep records of this investigation;
- decide whether to take this referral further or to monitor the situation;
- inform the person making the initial referral of his/her decision;
- prepare in readiness for a case conference/core group meeting the following information on the child:
  - attendance and punctuality data
  - academic achievement
  - child's behaviour and attitude
  - relationships and social skills
  - appearance and presentation
  - any known incidents in or outside school
  - school contact with parents/carers

If a parent makes a disclosure to school then the Designated Safeguarding Lead:

- should meet with the parent taking down all details;
- will assure the parent that the school will take the matter seriously;
- that he/she will have to take advice from the MASH about the disclosure;
- will get back to the parent when a decision has been taken and how to proceed.

### **Recording Information**

School personnel and volunteer helpers are asked to record any concern or incident in the following way:

<ul style="list-style-type: none"> <li>▪ Date</li> <li>▪ Time</li> <li>▪ Place</li> <li>▪ Nature of the concern</li> </ul>	<ul style="list-style-type: none"> <li>▪ All facts</li> <li>▪ Observed injuries and bruises</li> <li>▪ Note the actual words of the child</li> <li>▪ Sign the notes and hand to the DT</li> </ul>
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### **Safeguarding Arrangements where children are engaged in 1:1 activities**

Where children are engaged in 1:1 teaching, the School’s safeguarding arrangements are as follows:

The rooms which are used for 1:1 language teaching are either classrooms or rooms in Garden House. All rooms have large windows and/ or doors with windows.

Teachers are advised to sit at a space within the room which is visible from outside.



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Most peripatetic music lessons take place in the music block. All classrooms in the music block are on the ground floor and have large windows and windows in the doors. The classrooms are close to other buildings. Piano lessons take place in the rooms next to the stage, which have large windows to the front of the building and windows in the door.

The only 1:1 sport sessions are tennis and the courts are open and widely visible.

### **Peer-on-Peer Abuse**

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in several forms: physical violence, emotional abuse, sexual harassment, sexual violence, initiation / hazing-type violence & rituals. KCSIE September 2018 states that it is more likely that girls will be victims and boys will be perpetrators, but boys can also be victims in many ways. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”, “just having a laugh” or “boys being boys”. Children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and may need extra pastoral support.

The School has high expectations with regard to pupils’ behaviour. It is expected that all pupils behave in a polite, respectful and sensible manner with each other. These principles are set out in the Boarding Handbook and communicated regularly in the classroom. Transgressions are dealt with according to the Pupils Behaviour and Discipline or the Anti-Bullying Policies.

The School recognises that children can be particularly vulnerable in a boarding school setting and we therefore have many sources of support available to counteract any arising issues.

Sources of support are:

1. Personal sources of support for all pupils:
  - We have small classes. All staff know the pupils well and can provide support.
  - Houseparents and matron provide care within each boarding house
  - Medical centre staff, DSL and Deputy DSL are available for help
  - Counsellor comes into school every other week
2. Timetabled sessions provide information, guidance and support:
  - PSHE lessons
  - Tutorials at PE lessons
  - Chapel
  - Assemblies
3. Forum to give pupils a voice:
  - The School Council meets frequently and enables pupils to raise concerns.
4. Staff Meetings at which welfare issues can be discussed:
  - Daily staff meetings with the Japanese Department, Chaplain and Senior Nurse



#### **RIKKYO SCHOOL IN ENGLAND**

- Issues raised at these meetings will be shared with the English and Music Department

Where an issue of pupil behaviour or bullying gives reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff must follow the procedures in this policy.

#### **Support**

- We will ensure that support mechanisms are in place for any child that is at risk in order to build their self-esteem and confidence;
- School personnel and volunteer helpers who feel distressed from being involved with a case or incident will receive support and counselling.

#### **Confidentiality and Security of Information**

- It is imperative that confidentiality is observed at all times as the protection of the child is paramount.
- School personnel have a professional responsibility to share information with other professionals who are investigating a case.
- A child, when confiding information to a member of staff, must be made aware that for the child's own sake this information cannot be kept secret.
- The child must be reassured that the information will only be shared with the designated teacher who will decide what will happen next.
- All child protection records are regarded as confidential and will be kept in a secure place.



## **Case Conference and Core Group Meetings**

The Designated Safeguarding Lead will attend:

- All Child Protection Case Conferences with the appropriate member of staff;
- All Core Group meetings once a child has been placed on the Child Protection Register.

## **Pupils Transferring to another School**

The following procedures will take place if a pupil, on the child protection register, transfers to another school:

- the case social worker will be contacted by the Designated Safeguarding Lead;
- child protection records will be passed on to the Designated Safeguarding Lead at the receiving school only if that school is in the same Local Authority;



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- If the child is moving to another Local Authority, then information will only be passed on with outline details of case conferences but not minutes of conferences.

## **Single Central Record**

A Single Central Record will be kept to cover everyone who works in regular contact with children such as all:

- school personnel
- trainee teachers on salaried routes
- volunteers
- supply agency staff

The following information will be recorded for all school personnel, trainee teachers and volunteers:

- an identity check
- a barred list check
- an enhanced DBS check/certificate
- a prohibition from teaching check
- a check of professional qualifications
- a check to establish the person's right to work in the UK
- a section 128 check for those in school management positions
- checks on those who have lived or worked outside the UK

Additional information will be recorded for supply agency staff:

- name of the supply agency
- confirmation checks that the agency has done all of the above
- date when the confirmation was received
- DBS certificate for each supply person
- date when DBS certificate was received

Plus the supply agency will be contacted once the agency worker has arrived in order to verify that that 'is the same person that the agency has completed the vetting checks on'.

### **Disclosure and Barring Service Checks**

See policy

### **Training**

Training will be organised by the Deputy Designated Safeguarding Lead for school personnel



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- on induction to the school and at other regular intervals.
- All school personnel must undertake appropriate training every three years in:
- child protection issues and receive
- periodic training so that they are kept up to date with new information

### **Dealing with Allegations against School Personnel, School Volunteers, the Headteacher or another Pupil**

See policy

### **Safer Recruitment**

See policy

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- on induction to the school
- meetings with school personnel
- Through regular training and updates

## **Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the Headmaster.

**Previous dated 01/10/16, Amended 07/04/17 and 18/10/2018 and 2020 and 2021**



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