



THE FULHAM BOYS SCHOOL

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Revisions Table

Version	Date	Description of Change
Summer 2020	Summer 2020	Items amended: 1.8, 3.1, 3.3.4, 3.3.5, 3.5, 4.1.2, 4.2.6, 4.2.7, 5.6.4, 6.3, 8.2, 8.3, 12, 14.3, 18.2, 20.4

The master copy of this document can be found on the FBS Google Drive, under the "Policies" folder. This is one of a number of policies that are reviewed by the Governing Body, the full list can be found on the FBS Google Drive in the Policies Folder. Minor revisions that just adjust factual items (eg contact details / names) can be made by the author without formal review, and must be recorded in the Revisions table above. Revisions table front sheet was added to all policies during policy review of Summer 2018.



SAFEGUARDING AND CHILD PROTECTION POLICY

CONTENTS:

1. INTRODUCTION	p3	
2. POLICY AIMS	p4	
3. PROCEDURES	p5	
4. DESIGNATED SAFEGUARDING LEAD	p6	
5. SUPPORTING BOYS	p7	
6. CONFIDENTIALITY	p8	
7. WORKING TOGETHER	p8	
8. STAFF RECRUITMENT	p10	
9. SUPPORTING STAFF	p10	
10. ALLEGATIONS AGAINST STAFF	p11	
11. WHISTLE BLOWING	p13	
12. PHYSICAL INTERVENTION	p14	
13. BULLYING	p14	
14. RACIST INCIDENTS	p14	
15. E-SAFETY	p15	
16. PREVENTION	p15	
17. PHOTOGRAPHY, VIDEO AND USE OF PUPIL IMAGES		p15
18. HEALTH AND SAFETY	p16	
19. MONITORING AND REVIEW OF POLICY AND PRACTICE	p16	
20. FGM MANDATORY REPORTING DUTY	p16	
21. MONITORING AND REVIEW OF POLICY AND PRACTICE	p17	
22. RADICALISATION	p29	
APPENDIX 1	p18	
APPENDIX 2	p28	
APPENDIX 3	p29	

1. INTRODUCTION

- 1.1 This Policy will be interpreted in line with the Christian values and ethos of the school and must be read consistently with all other material policies of the School. For the purposes of all School policies please refer to the definitions guide (not all defined terms will be material to all policies or the procedures authorised by the governing body under it).
- 1.2 The Fulham Boys School is built upon Christian principles and values and, as such, recognises that all members of its community are of equal value and worth. All have the right to respect from others and equally are expected to treat others with the same respect. We believe it is our Christian duty to protect the most vulnerable. The values and ethos of the School are central to our Safeguarding and Child Protection Policy.
- 1.3 The governing body and staff of The Fulham Boys School is committed to, takes very seriously and fully recognises, the responsibilities it has to safeguard children entrusted to our care.
- 1.4 We recognise that all staff, including volunteers have a full and active part to play in protecting our students from harm and promoting their welfare.
- 1.5 We understand the term Safeguarding to mean that we will take all reasonable measures to ensure that the risk of harm to children's welfare is minimised.
- 1.6 We also understand that where we have any concerns about a child's welfare we will take all appropriate action to address those concerns by working in full partnership with other agencies.
- 1.7 All staff and Governors believe that our School should be an environment which provides a secure, caring, positive, safe and stimulating environment where students feel valued, respected and listened to and which promotes the social, physical and moral development of the individual child.
- 1.8 This policy is available on the School website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work in school. Staff are also required to have read Part One of Keeping Children Safe in Education before commencing work in the school.

1.9 Our procedures will be followed by all adults, including volunteers, working with or on behalf of the School. We will ensure that all staff are clear about the expectations we have of their behaviour towards all children and that any incident that falls below our expected standards will be dealt with appropriately.

1.10 Appendix 1 outlines signs of abuse and how to respond; Appendix 2 gives advice to staff; Appendix 3 gives advice on responding to concerns about individual boys

2. POLICY AIMS

2.1 To safeguard and promote boys' development and welfare in ways that will foster security, confidence and independence.

2.2 To raise the awareness of both teaching and associate staff that all have an equal need to safeguard children and themselves, and of their responsibilities in identifying and reporting possible cases of abuse.

2.3 To provide a systematic means of monitoring boys known or thought to be at risk of harm

2.4 To emphasise the need for good levels of communication between all members of staff.

2.5 To develop a structured procedure within the School, which will be followed by all members of the School community in cases of suspected abuse or to act on disclosure that may suggest a child is at risk of harm at home, in the community or in school

2.6 To develop and promote effective working relationships with other agencies, especially the Police and Children and Family Services.

2.7 To ensure that all adults within our School who have access to children have been checked as to their suitability.

Roles and responsibilities

Key Personnel

The Designated Safeguarding Lead (DSL) is Mr Simon Kellie

Contact Details:

email: s.kellie@fulhamboysschool.org.uk

Telephone number: 02073817100

The Deputy Designated Safeguarding Lead is Mr Morgan Browne

Contact Details:

Email: d.browne@fulhamboysschool.org.uk

Telephone number: 02073817100

3. PROCEDURES

3.1 Our Safeguarding and Child Protection policy is written with due regard for the statutory guidance Keeping Children Safe in Education (DfE 2019) is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2016 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools and pupil referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

3.2 Equally, School procedures for safeguarding children will always be compliant with local guidance and procedures and the London Child Protection Procedures produced by the London Safeguarding Children Board. Those procedures have been adopted by the Bi-Borough Local Safeguarding Children Board and are available from <http://www.londoncp.co.uk/> These cover the statutory guidance "Working Together to Safeguard Children" (DfE 2018).

3.3 We will ensure that:

3.3.1 We have a Designated Safeguarding Lead (DSL) member of staff who undertakes regular training (a minimum of every two years).

3.3.2 We have a member of staff who will act in the DSL's absence who will also undergo training at least every 2 years.

- 3.3.3 All staff – permanent, temporary or volunteer - and any visitors to the School must know who is the DSL with overall responsibility for safeguarding and child protection.
 - 3.3.4 All members of staff develop their understanding of how to keep boys safe and are clear about their own role and that of others in providing a caring and safe environment for all students and that they know how they should respond to any concerns about an individual boy that may arise and know how to respond to a student who discloses abuse. All staff must read Part One of **Keeping Children Safe in Education 2019**. Staff can find a copy saved online in the CP and Safeguarding folder available to School Staff on Google Drive and [here](#). In addition, all staff who work directly with children must read Annex A.
 - 3.3.5 All new members of staff will be given safeguarding training by the DSL or Deputy DSL and be given access to our safeguarding and child protection procedures as part of their induction into the School.
 - 3.3.6 All staff access training on a regular basis (including refreshing the recognition of the signs and indicators of abuse). Training is provided for all staff on induction or at the start of the academic year and updated for new staff during the year. This training will then be repeated at least annually. All NQT's / PGCE's /ITT's will receive an Induction Session as part of their NQT / PGCE / ITT Training Programme.
 - 3.3.7 All parents/carers are made aware of the responsibilities of staff members with regard to safeguarding and child protection procedures.
- 3.4 The DSL will ensure there is feedback to Governors on Safeguarding issues termly. The Governing Body working with the Headmaster that The Fulham Boys School will always follow safeguarding and safe recruitment procedures so that we can be confident that all adults working in our School are safe to do so.
- 3.5 All visitors to The Fulham Boys School will be expected to sign in with reception staff upon arrival. Signing in will be undertaken using the Inventory system. When staff sign in on this system they will be required to read (and acknowledge they have read) an overview of the school's safeguarding policies and procedures.
- 3.5.1 Where visitors have provided reception with a copy of their DBS check they will be issued with a black coloured visitors lanyard indicating that they are (if deemed appropriate) allowed to be left unsupervised with students.
 - 3.5.2 Where visitors have not provided a copy of their DBS they will be issued with a red lanyard indicating that they are not allowed to have unsupervised access to FBS students. These visitors should be supervised by FBS staff at all times.
- 3.6 Our procedures will be regularly reviewed and updated (see monitoring and reviewing our practice below).

4. DESIGNATED SAFEGUARDING LEAD

4.1 The DSL at The Fulham Boys School is Mr Simon Kellie. In his absence, the Assistant Head Teacher Mr Morgan Browne will act as DSL and staff should contact him directly.

- 4.1.1 In the extremely unlikely event that both the DSL and Deputy DSL are not in school staff should speak to the most senior member of the senior leadership team, their absence should not prevent staff from taking appropriate action if they have concerns about a young person.
- 4.1.2 Staff are informed of how to make a referral in relation to a young person if they have concerns and the DSL or Deputy DSL are not available or in school.
- 4.1.3 If any actions are taken in their absence staff should inform the DSL of the concerns and actions taken as soon as possible.

4.2 The DSL is responsible for:

- 4.2.1 Adhering to the London SCB and national guidelines, London Child Protection Procedures, LA and School procedures with regard to referring a child if there are concerns about possible abuse. The Deputy Designated Safeguarding Lead will be appropriately trained to the same level.
- 4.2.2 The DSL will be appropriately trained, receive refresher training at two-yearly intervals and regularly (at least annually) update their knowledge and skills to keep up with any developments relevant to their role and acts as a source of support and expertise to the School community. The Deputy Designated Safeguarding lead must be appropriately trained to the same level.
- 4.2.3 Ensuring all staff are trained.
- 4.2.4 Ensuring every case is dealt with on its own merits regardless of a student's culture and any associated assumptions or stereotyping.
- 4.2.5 Keeping written and/or digital records of concerns about a child even if there is no need to make an immediate referral.
- 4.2.6 Ensuring that physical student files containing sensitive CP related documentation are stored separately and securely in a locked cabinet in the DSL's Office. Access to these files is restricted to the DSL, Deputy DSL and 1 member of the school's Admin Department.
- 4.2.7 Ensuring that digital student files containing sensitive CP related information are securely stored with appropriate permissions/access granted. Such information will only be accessible to staff when deemed appropriate. The iSAMS Wellbeing Manager module will be utilised to raise concerns and track any progress, interventions or actions related to them.

5. SUPPORTING BOYS

5.1 We recognise that a boy who is abused or witnesses violence may find it difficult to

develop and maintain a sense of self-worth.

5.2 We recognise that a boy in these circumstances may feel helpless and humiliated.

5.3 We recognise that a boy may feel self-blame.

5.4 We recognise that the School may provide the only stability in the lives of boys who have been abused or who are at risk of harm.

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

5.6 Our School will support all boys by:

5.6.1 Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying

5.6.2 Promoting a caring, safe and positive environment within the School.

5.6.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

5.6.4 Maintaining a Pastoral Support Plan – if deemed appropriate and beneficial for the young person to do so.

5.6.5 Notifying Children and Family Services as soon as there is a significant concern.

5.6.6 Providing continuing support to a student about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded confidentially to the boy's new place of education through the institution's DSL.

6. CONFIDENTIALITY

6.1 We recognise that all matters relating to Safeguarding and Child Protection are confidential.

6.2 The Headmaster or DSL will only disclose information about a boy to other members of staff on a need to know basis only.

6.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and as emphasised in Keeping Children Safe in Education, staff are aware they can contact or make a referral to Children's Social Care if they have a concern.

6.4 All staff must be aware that they cannot promise a child to keep secrets.

7. WORKING TOGETHER

7.1 Student Information

- 7.1.1 We recognise the importance of keeping up-to-date and accurate information about boys. We regularly ask all parents/carers to provide us with the following information and to notify us of any changes that occur:
- 7.1.2 names and contact details of persons with whom the child normally lives
- 7.1.3 names and contact details of all persons with parental responsibility
- 7.1.4 at least 1 emergency contact detail and where possible 2.
- 7.1.5 details of any persons authorised to collect the child from School(if different from above)
- 7.1.6 any relevant court orders in place including those which affect any person's access to the boy (e.g. Residence Order, Contact Order, Care Order, Injunctions etc.)
- 7.1.7 name and contact detail of G.P
- 7.1.8 any other factors which may impact on the safety and welfare of the child.

7.2 Confidentiality

- 7.2.1 Information about boys given to us by the boys themselves, their parents / carers, or by other agencies will remain confidential. Staff will be given relevant information only on a "need to know" basis in order to support the boy if that is necessary and appropriate.
- 7.2.2 We are, however, under a duty to share any information which is of a child protection nature. We understand that this is in the best interests of the boy and overrides any other duties we have regarding confidentiality and information sharing.
- 7.2.3 We have a duty to keep any records which relate to child protection work undertaken by us or our partner agencies and to ensure that these are kept apart from the main student record, stored securely and only accessible to key members of staff. We also have a duty to send copies of these records to any School to which the student transfers.

7.3 Referrals to partner agencies

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

7.4 Attendance

- 7.4.1 We are aware that a student's unexplained absence from School could mean that they are at risk from harm.
- 7.4.2 We will always report an unexplained absence of a child with a Child Protection Plan to the child's social worker within one day.
- 7.4.3 We will always seek to clarify the reason for a child's absence from School with the child's parent / carer as soon as is practicable on the first day.
- 7.4.4 We will always report a continued absence about which we have not been notified by the parent / carer to the appropriate Education Welfare Service.
- 7.4.5 We will always report to the Local Authority the name of any child who has been newly registered to attend our School but does not arrive on the expected day.
- 7.4.6 We will always report to the Education Welfare Service the continued absence of a boy known or thought to have been taken overseas if the boy does not return to School on the expected return date.

8. STAFF RECRUITMENT

- 8.1 The School ensures that it follows the guidance in Keeping Children Safe in Education on Safer Recruitment of staff, including advertising appropriately, including a statement about our commitment to safeguarding and that enhanced DBS checks will be carried out; two satisfactory references being obtained prior to confirmation of a post and all relevant checks being finalised prior to appointment.
- 8.2 All persons who have any contact with students at the School during curriculum time have a full interview (including safeguarding specific questions), DBS check prior to working at the School and all necessary risk assessments conducted as required.
- 8.3 Staff that support with running the school's co-curricular program take part in a safeguarding training session with the DSL or Deputy DSL before commencing their role in addition to being shadowed by an FBS staff member for their first week in the school. This is in addition to all safer recruitment checks being undertaken prior to them beginning their role.
- 8.4 Our interview panel will always contain at least one member trained in safer recruitment practice.

9. SUPPORTING STAFF

- 9.1 We recognise that staff working in the School who have become involved with managing allegations of child abuse or working with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and

upsetting.

9.2 We will ensure we support such staff by providing supervision or an opportunity to talk through their anxieties with the DSL, relevant other or help them by seeking further support as appropriate.

10. ALLEGATIONS AGAINST STAFF

10.1 The School recognises that any allegation of physical or sexual abuse against a member of staff (support staff or teaching) in relation to a School pupil is serious and needs to be dealt with in a sensitive, efficient manner.

10.2 It is also important that those with responsibilities described in this procedure act without delay.

10.3 All parties involved are likely to be distressed.

10.4 Any disruption to the normal running of the School should be minimised.

10.5 Receiving an Allegation

10.5.1 All allegations of physical or sexual abuse made against a member of staff in relation to a student must be reported to the DSL.

10.5.2 The DSL must make a written record (timed and dated) of what has been reported. If possible, the allegation should be written by the student or the person to whom the allegation was first made.

10.5.3 Total confidentiality must not be promised to the student or adult making the allegation or disclosure. For example, the person against whom the allegation has been made will have a right to know the substance of the allegation if disciplinary or legal action is to be taken.

10.5.4 The DSL must not discuss the allegation with the accused person prior to reporting the matter to the Headmaster.

10.5.5 In the event of the allegation being made against the Headmaster, the DSL is responsible for reporting the allegation to the Chair of Governors, who will undertake the role assigned to the Headmaster throughout this procedure.

10.5.6 Staff receiving an allegation against the DSL should refer the matter directly to the Headmaster.

10.6 Headmaster's initial consideration of an allegation

10.6.1 The Headmaster, in consultation with the DSL, should decide whether any enquiries are necessary in order to decide whether or not to refer the matter to Social Services or the Police. The Headmaster and the DSL should consider what information needs to be gathered and how it is to be obtained. Staff or

students must not be interviewed. Third parties within the School may be asked, but not required, to write an account of their direct experience in relation to the allegation.

- 10.6.2 Where the Headmaster considers that a referral might be warranted under Child Protection Procedures, he must refer the matter accordingly without delay. Any alleged physical injuries must be investigated by the appropriate external agencies.
- 10.6.3 The Headmaster may seek advice from appropriate agencies. These agencies include the Social Services, the Department for Children, Schools and Families and the Police.
- 10.6.4 At this initial stage, the Headmaster, in consultation with any external agencies, should decide on the extent to which information can be shared with the member of staff who is the subject of the allegation.
- 10.6.5 If the Headmaster decides to refer an allegation to the Social Services and/or the Police, any internal School enquiries should be held in abeyance until the Social Services/Police have indicated that they have no further involvement.

10.7 *If an external referral is decided:*

- 10.7.1 The Headmaster should contact the LADO (Local Authority Designated Officer) at the Social Services office or the Police, as appropriate, to report the allegation.
- 10.7.2 The Headmaster should discuss with the LADO what may and may not be said to the boy/parent, to the member of staff against whom the allegation has been made, and to the initial informants.
- 10.7.3 The Headmaster should inform the Chairman of Governors that an allegation relating to a member of staff has been referred. The Headmaster should not describe the circumstances of the allegation to the Chairman of Governors at this stage.
- 10.7.4 The Headmaster should prepare a standard response to queries by School parents and the media. The response should indicate that:
 - 10.7.4.1 The matter is governed by procedures which the Headmaster is obliged to follow.
 - 10.7.4.2 The matter is in the hands of the appropriate agencies and no further comment can be made. No names can be given for public use.
- 10.7.5 When inter-agency discussions take place, it is essential that the Headmaster or a substitute attends.
- 10.7.6 When the appropriate agencies have completed their procedures, the Principal may decide that an internal investigation should be carried out to establish whether or not the School's Disciplinary Procedure should be invoked. Any disciplinary investigation conducted by the School must follow the School's disciplinary procedure. Interviews with boys should be kept to a minimum.

10.8 *If an external referral is not made*

- 10.8.1 An external referral would not normally be made when the Headmaster is satisfied that boys are not at risk of significant harm or that a reportable criminal offence has not been committed.
- 10.8.2 An internal investigation should be carried out to establish the circumstances. If the Headmaster decides that disciplinary action may be appropriate, the Headmaster's Disciplinary Procedure should be invoked. Any disciplinary investigation conducted by the School must follow the School's disciplinary procedure. Interviews with boys should be kept to a minimum.

10.9 *Suspension of Staff*

- 10.9.1 Suspension should not automatically follow an allegation but it may be an appropriate step at any stage, depending on the information available. Suspension is not a disciplinary action.
- 10.9.2 The decision on suspension is for the Headmaster to take. Where external agencies are involved, any decision on suspension should be made after consultation with them. Factors such as the seriousness of the allegation, the perceived risk to children, the existence or otherwise of previous complaints and the possible conduct of the investigation may be relevant.
- 10.9.3 Staff who are suspended should be advised that the School Business Manager/Administrator is their point of contact in the School. Staff who are suspended should also be advised to contact their professional association, trade union or other professional body.

10.10 *Role of the Governing Body*

- 10.10.1 Members of the Governing Body will not normally become involved in child protection inquiries involving members of staff unless the Governor is subsequently requested to participate under the School's Disciplinary Procedure.

10.11 *Record keeping*

- 10.11.1 The DSL is required to manage the keeping of records in relation to the allegation. Where a person makes an oral statement, a written record should be produced and, as with other written statements, it should be signed and dated by the author.
- 10.11.2 The DSL should also ensure that a record is maintained of the process followed in handling the allegation. The Headmaster should verify the accuracy of that record.
- 10.11.3 These records must be stored securely.

11. WHISTLE-BLOWING

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

11.2 All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.

12. NOTIFIABLE PROFESSION

12.1 Any staff member whose children are subject to a Child Protection Plan must ensure that they inform the DSL so that he is aware.

12.2 Any staff member that is charged with a criminal offence whilst employed by The Fulham Boys School has a responsibility to inform the DSL or Head Teacher so that this can be considered accordingly in line with safer recruitment guidelines

13. PHYSICAL INTERVENTION

13.1 Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person

13.2 Any such intervention will be recorded and parents / carers notified.

13.3 We understand that physical intervention of a nature that causes injury or distress to a boy may be considered under safeguarding / child protection or disciplinary procedures.

14. PEER-ON-PEER ABUSE

14.1 The School policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under safeguarding / child protection procedures.

14.2 All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyber bullying), sexual violence, sexual harassment and sexting. Any concerns about peer-on-peer abuse should be reported to the school's DSL at the earliest opportunity for them to consider and act upon accordingly.

14.3 The Fulham Boys School will endeavour to minimise the potential risk of peer-on-peer abuse from taking place by:

- Every student in the School having a Form Tutor
- Every student having a Head of House
- A supportive and caring pastoral system being in place across the school

- School Chaplain undertakes emotionally supportive role in school.
- A School Counsellor is in school 2 days a week
- PEPSO plays a supportive role with targeted groups of students
- Regular assemblies
- Student House 'Guardians'
- Weekly PSHCE lessons

The above list provides an example of some of the steps that the School takes to reduce the risk of peer-on-peer abuse and is not intended to be a conclusive overview.

15. RACIST INCIDENTS

15.1 The School policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under safeguarding / child protection procedures.

16. E-SAFETY

16.1 The use of the Internet is an important part of education but The Fulham Boys School recognise that there are risks of harm associated with its use.

16.2 We have an e-safety policy (see Internet and portable device policy) that addresses how we minimise those risks and teach boys how to stay safe when using the internet in their lives out of school.

16.3 We also recognise that all members of staff and volunteer staff must always be mindful of the need to follow our policy of acceptable use of our IT equipment.

16.4 Any series of, or single serious incident may lead to consideration under safeguarding / child protection procedures.

17. PREVENTION

17.1 The School recognises that it plays a significant part in the prevention of harm to our students by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

17.2 The School community will therefore:

17.2.1 Establish and maintain an ethos where boys feel secure and are encouraged to talk and are always listened to.

- 17.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- 17.2.3 Include in the curriculum opportunities for Personal Development (PSHCE and Citizenship) which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

18. PHOTOGRAPHY, VIDEO AND THE USE OF PUPIL IMAGES

- 18.1 The taking, and use, of student images will only be undertaken with full parental and student permission.
- 18.2 Every precaution will be taken to ensure that full names and photographs do not appear together (only first names will be used); storage of this data is secure and only used by those authorised to do so.
- 18.3 Encourage pupils to tell us if they are worried about any photographs taken of them.

19. HEALTH AND SAFETY

- 19.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our boys both within the School environment and when away from the School when undertaking School trips and visits.

20. FGM Mandatory Reporting Duty

- 20.1 FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.
- 20.2 Teachers at FBS must report any concerns that they have relating to FGM to the DSL immediately. In cases where such concerns are raised the DSL will liaise with the Police and Children's Social Care accordingly.
- 20.3 Whilst The Fulham Boys School only has male students on role it is important for all staff at FBS to be aware of this legal requirement and understand that it is

still relevant to them in relation to relatives of FBS students and females that they may know out of the School environment.

- 20.4 Any concerns relating to Forced Marriage should be reported to the DSL or Deputy DSL immediately and such concerns (if deemed legitimate) will be passed on to the relevant external agencies e.g. social care and the Police.

21. MONITORING AND REVIEW OF POLICY AND PRACTICE

- 21.1 The DSL continually monitors our safeguarding and child protection practices and brings to the notice of the Headmaster and Governors any weaknesses or deficiencies.

- 21.2 The Governing Body has a duty to remedy any weaknesses that are identified.

- 21.3 A termly report is submitted to the Governing Body by the Headmaster covering a range of aspects related to the school. When appropriate the DSL will report on Child Protection and Safeguarding matters to ensure that they are aware of significant events/referrals. This sharing of information will always be undertaken in a sensitive way, respecting individual students privacy and only when deemed beneficial and appropriate.

- 21.4 The Governors, Headmaster and Designated Staff will work together on any aspect of Safeguarding and Child Protection that is identified as an area for development over the coming year.

- 21.5 This policy will be reviewed at least annually unless an incident, new legislation or guidance suggests the need for an interim review.

22. RADICALISATION

- 22.1 The Fulham Boys School has a separate Radicalisation Policy which is intended to safeguard staff and students from the risk of radicalisation.

APPENDIX 1

Child Abuse

It is clear that the School plays a particularly important role in the recognition of possible abuse. This appendix is intended to give staff a clear outline of what constitutes abuse.

As a member of staff at The Fulham Boys School, you need to be clear about:

- what constitutes abuse.
- how to recognise it.
- who to refer your concerns to.

Criteria for Registration and Categories Abuse

All children have certain basic needs, which include:

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

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

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

Before a child is placed on a Child Protection Plan a conference must decide that there is, or is a likelihood of significant harm leading to the need for a child protection plan.

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

1. Definition of Child Abuse

For the purposes of dealing with Child Abuse, a child is defined as **any child or young person under 18 years of age** at the time when care proceedings may be initiated.

There are four areas of definition:

a) Emotional Abuse

The persistent or severe emotional ill-treatment or rejection of a child which has an actual or likely severe adverse effect on the child's behaviour or emotional development. All forms of abuse involve some emotional ill treatment.

b) Neglect

The persistent or severe neglect of a child or the failure to protect a child from exposure to any kind of danger, including cold or starvation, or extreme failure to carry out an important aspect of care, resulting in the significant impairment of the child's health or development, including non-organic failure to thrive.

c) Physical Abuse

The physical injury to a child, where there is definite knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented. (This includes deliberate hitting, shaking, throwing, poisoning, burning, attempted drowning or smothering.)

d) Sexual Abuse

The involvement of dependent, developmentally immature children and adolescents in sexual activities they do not fully comprehend, to which they are unable to give informed consent or that violate the social taboos of family roles. It may also include non-contact activities such as looking at pornographic materials or sexual activities.

Young people with increased vulnerability:

Any child may benefit from early help, but all staff at The Fulham Boys School should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional learning needs (regardless of whether they have an EHCP or not);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or has returned home to their family from care.

2. Recognition of Abuse

Neglect

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

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

Signs to look out for:

- dirty unkempt appearance of child, in overall poor condition.
- thin wispy hair. Underweight child, diarrhoea may indicate poor nutrition.
- an undernourished child may be unduly solemn or unresponsive, or may be over eager to obtain food
- an under-stimulated child may not reach expected milestones.
- behaviour and developmental difficulties that cannot be explained by clinical factors.
- Child may seem listless, apathetic, unresponsive with no apparent medical cause.
- Frequently absent from school.
- Physically uncared for.
- Left alone for excessive periods.
- Left with parents who are intoxicated or violent.

Associated factors

Neglected children frequently come from homes where there is:

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

Action to be taken

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

Emotional Abuse

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

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

Signs to look out for:

- a child may be inducted into a parental care-taking role and not be encouraged to be involved with appropriate play.
- a child may be used as a parent's / carer's confidant to a degree that is harmful to the child's psychological development.
- a child may be ignored, rejected or denigrated by a parent / carer.
- a child may be terrorised by a parent / carer or others so that she / he is overly fearful and watchful.
- a parent / carer who is unable to be responsive to a child's emotional needs, who may be emotionally distant and / or excessively negative and hostile.
- a child (usually of a mentally ill or disturbed parent) who is inducted into a parent's

/ carer's delusionary state or paranoid beliefs.

- a child who is cripplingly over-protected and not given freedom to act at an age appropriate level.
- a parent / carer who provides only conditional love with threats of withdrawal of love.
- Changes or regression in mood or behaviour.
- Nervousness, watchfulness.
- Obsessions or phobias.
- Sudden under achievement or lack of concentration.
- Attention seeking behaviour.

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

Associated Factors

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

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

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

Action to be taken

If a teacher is concerned that a student in her / his class is being emotionally maltreated, it should be reported to the DSL, detailed records should be kept, and when

appropriate, Social Services staff informed by the DSL.

Physical Abuse (Non-Accidental Injury)

Location of injury

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

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

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

Signs to look out for:

- children who show a reluctance to undress or to expose parts of their bodies should be monitored as children who may have suffered physical injury.
- unexplained absences.
- physical signs of injury.
- unexplained or confused accounts of how an injury occurred.
- explanation of an injury which appears to be inappropriate to the nature and age of the injury.
- have injuries which have not received medical attention.
- have injuries in places not usually normally exposed to falls, rough games etc.
- display symptoms of Neglect - under nourishment, failure to grow, constant hunger.

Common Medical / Physical Factors Associated with Physical Abuse

a) Bruising

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

b) Bites

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

c) Burns and Scalds

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

Associated Factors

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

Action to be taken

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

Sexual Abuse

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

What is sexual abuse?

Sexual abuse can be one or more of the following:

- rape – genital and / or oral intercourse.
- digital penetration or penetration with an object.
- mutual masturbation.
- inappropriate fondling.
- taking pornographic photographs or exposing the child to pornographic materials.
- forcing the child to observe others involved in sexual activities.

- sadomasochistic activities.

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

Signs to look out for:

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

Action to be taken

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

3. Peer-on-peer abuse

- Staff should be aware that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.
- There is recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

The different forms peer on peer abuse can take may include:

- o sexual violence and sexual harassment
- o physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- o sexting (also known as youth produced sexual imagery).

4. Referral

If you suspect that a student is being subjected to any of these forms of abuse, you should refer the matter directly and immediately to the DSL. He will decide on any subsequent course of action to be taken. If the suspicion of abuse relates to a member of staff you should refer the matter directly and immediately to the Headmaster.

The Designated for Safeguarding Lead (DSL) at The Fulham Boys School is Simon Kellie. In their absence the Headmaster will act as DSL and staff should contact him directly.

APPENDIX 2

Advice for Staff

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

- Whenever possible try not to be alone in a room with a student, regardless of gender. If you are on your own with a student, leave the door open and inform a colleague if possible. Always keep an appropriate distance between you and the student.
- Do not engage in conversations about your personal life with student.
- Keep boundaries very clear between you and student, particularly if the conversation involves relationships, emotions, and sexual content.
- Do not exchange mobile phone numbers with students. If possible do not have your mobile phone out when dealing with an individual student.
- Do not accept students as 'friends' on facebook, instagram or other similar social media sites.
- If a student wishes to disclose personal information to you, ensure that they understand that you cannot guarantee confidentiality. Do not probe a student about their personal life unless they approach you. Avoid giving advice to students about their relationships.
- Do not teach small groups of students/ individuals outside of normal lessons unless there is another member of staff in the Faculty area at that time.
- Be aware of students forming attachments to you as a teacher and keep your distance if they appear particularly needy of your attention. It is imperative that you do not appear to be encouraging the relationship, as this can often lead to misunderstandings.
- Be aware of conversations that you have with students and the need to avoid sexual innuendo at all times. Older students are particularly conscious of staff making sexual inferences and this can place you in a very vulnerable position.

Please discuss with the DSL if at any time you are concerned about a situation and wish to seek advice.

APPENDIX 3

Responding to concerns about individual boys

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

All staff must:

- Listen to what the child is saying without interruption and without asking leading questions.
- Respect the boy's right to privacy but not promise confidentiality.
- Reassure the boy that he has done the right thing in telling.
- Explain to the child that in order to keep him/her safe from harm the information that has been shared with must be passed on.
- Report what has been disclosed to the Designated Person in the School as soon as possible using iSAMS Wellbeing Manager.

The DSL:

- Assess any urgent medical needs of the boy.
- Consider whether the boy has suffered, or is likely to suffer significant harm.
- Check whether the boy is currently subject to a Child Protection Plan or has been previously subject to a Plan.
- Confirm whether any previous concerns have been raised by staff.
- The Designated Teacher should only inform the parents / carers of the boy of any concerns once the Duty Team leader has been consulted and their advice sought.
- Consider whether the matter should be discussed with the boy's parents / carers or whether to do so may put the child at further risk of harm because of delay or the parent's / carer's possible actions or reactions.
- Seek advice if unsure that a child protection referral should be made.

If the boy discloses sexual abuse or sexual abuse is suspected he must not be questioned and the parents must not be informed until Social Services and the Police Child Abuse Investigation team has been informed and advice given.

Information will be shared on a 'need to know' basis and must be treated in absolute

confidence. Staff must not discuss the allegation with the child, family members or colleagues.

The Designated Person will either make a referral to the child's local authority children's services duty or referral and assessment team or, if a referral is not considered appropriate at that stage, make full written records of the information that they have received detailing the reasons for the judgement that the matter was not referred to the local authority.

The Designated Person must keep a record of all contact with other agencies.

All paperwork relating to child abuse must be kept in a locked cabinet.

All boys who are subject to a Child Protection Plan will have Core Group meetings and Case conferences organised by Social Services. The DSL or a member of the Senior Leadership Team or Head of House will attend these on behalf of the School. Boys are aware that these meetings take place and that the School will be presenting a report at the meetings. The DSL, Head of House and any medical professionals working with the School will monitor boys who are subject to a Child Protection Plan.

- The DSL, Head of House and any medical professionals working with the School also monitor boys who are vulnerable.

Recognition and Response to Abuse

- Owing to the nature of the day-to-day relationship boys at The Fulham Boys School have with staff, all adults working in the School are particularly well placed to notice any physical, emotional or behavioural signs that a child may be suffering significant harm. We understand that harm means the ill-treatment or impairment of a child's health and/or development, including that caused as a result of witnessing the ill treatment of another person.
- All staff must therefore be alert to any possible indicators that a child is suffering harm and report any concerns to the Designated Person for Child protection.
- All adults working in the School will receive regular Child Protection training in order that their awareness to the possibility of a child suffering remains high.
- For definitions of Child Abuse see Appendix 1.

Providing a Safe Environment

All parents / carers of boys attending The Fulham Boys School must feel secure in the knowledge that they are entrusting their children to adults who will strive to keep

them safe at school. We will do this by:

- Promoting a caring, safe and positive environment within the School.
- Ensuring that our staff are appropriately trained in safeguarding and child protection according to their role and responsibilities and keep a record of all training undertaken .
- Encouraging the self-esteem and self-assertiveness of all students through the curriculum so that the boys themselves become aware of danger and risk and what is acceptable behaviour and what is not.
- Working in partnership with all other services and agencies involved in the safeguarding of children.
- Displaying appropriate posters that detail contact numbers for child protection help-lines.
- Always following Safer Recruitment procedures when appointing staff or volunteers to work in our School.
- Welcoming visitors in a safe and secure manner and ensuring they understand our safeguarding and child protection procedures. Visitors are required to wear a visitors pass at all time when on site (on the reverse of this visitors badge is an overview of the CP/Safeguarding procedures at FBS)
- Undertaking risk assessments when planning out of School activities or trips / visits.
- Ensuring that any community groups which use our premises for the provision of services to children have child protection knowledge and understanding evidenced by a policy or are prepared to adopt our own policy.