



TRRS CHILD PROTECTION & SAFEGUARDING POLICY

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INTRODUCTION

The Roman Ridge School in accordance with its strong disposition on providing pastoral care, its vision, mission and philosophy of Responsibility, Integrity, Morality, Leadership, Discipline and Excellence, seeks to create and maintain a school environment that is free of harassment and exploitation, and to ensure this runs through our work with students, staff, work partners and parents.

We fully recognise our legal duty to work with other agencies in protecting children from harm and responding to abuse. All members of staff, including temporary staff and volunteers, are made aware of child protection and safeguarding procedures. All children at The Roman Ridge School are helped to feel secure and know that there are adults in the school whom they can approach if they are worried and know that they will be listened to. As a school, we will ensure that arrangements are in place for all reasonable measures to be taken to minimise the risks of harm to children's welfare.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates pupil health and safety; school behaviour and preventing bullying; supporting pupils with medical conditions; personal, health, social economic education; providing first aid and site security. Child Protection is one element of safeguarding. It refers to those actions that are taken to protect specific children who may be suffering, or at risk of suffering, significant harm. This includes child protection procedures which detail how to respond to concerns about a child. Consequently, this policy should be read alongside the Anti-Bullying Policy, Behaviour Policy and Staff Handbook, which are relevant to the safety and welfare of our pupils.

This policy is updated and reviewed on a regular basis. Management and The Board of Governors will review the efficiency with which the school undertakes its Child Protection and Safeguarding procedures and duties on an annual basis. Any identified deficiencies or weaknesses in the policy will be remedied without delay.

CHILD PROTECTION AND SAFEGUARDING POLICY STATEMENT

The Roman Ridge School's child protection and safeguarding policy aims at establishing an organised and coordinated system that will protect the children in the school and at home from harm and abuse of any form. This policy ties in with the local, national and international law in relation to child protection namely; the UN Convention on the Rights of Children, the 1992 Constitution of the Republic of Ghana (Chapter 5; Article 28) and the Children's Act 1998.

Article 19

Protection from Abuse and Neglect: The state shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims.

Article 34

Sexual Exploitation: The state shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Aims

To protect our children, we aim to:

- Create an atmosphere where all our children can feel secure, valued and listened to.
- Recognise the signs and symptoms of abuse.
- Respond quickly and effectively to cases of suspected abuse.
- Monitor and support children at risk.
- Use the curriculum to raise children's awareness, build confidence and skills.
- Work closely with parents/guardians and support external agencies.
- Ensure that all adults within our school have been made aware of child protection and safeguarding procedures.

School's Child Protection and Safeguarding Team

The School's Child Protection and Safeguarding Team consists of the:

Principal – Mrs. Valerie Mainoo (valerie.mainoo@theromanridgeschool.com)

Safeguarding Officer – Mrs. Alberta Hassan
(alberta.hassan@theromanridgeschool.com)

Head of Junior School – Ms. Gloria Dakwa (gloria.dakwa@theromanridgeschool.com)

Head of Middle School – Mr. Bruno Waze (bruno.waze@theromanridgeschool.com)

Head of Senior School – Mrs. Josiane Chammas
(jchammas@theromanridgeschool.com)

This core team works alongside the PSHE Co-ordinator and a selection of Principal Teachers and Form Tutors across the three sections of the school.

The Designated Safeguarding Officer

The Designated Safeguarding Officer (DSO), in conjunction with the Principal, works with children and staff to ensure the safety and well-being of children and young people within the school setting. He/She is a key point of contact for anyone in the school who is concerned about a child. The DSO is also responsible for leading on:

- safeguarding policies and procedures.
- training and development of staff in related areas.
- receiving concerns about a child.
- reporting, storing and retaining child protection records following the school's policies and procedures.

Safeguarding Policies and Procedures

The Safeguarding officer takes a lead role in developing, implementing and reviewing the school's safeguarding policies and procedures. They also make sure that everyone -including staff, volunteers, children and families – is aware of the policies, procedures and what to do if they are worried about a child.

Training and Development

It's important that everyone in the school understands their safeguarding responsibilities. The DSO ensures that everyone, including themselves, has access to training, stays up-to-date on safeguarding and any changes in the law and guidance.

Receiving and Reporting Concerns About a Child

If anyone has any concern about a child they should contact the DSO. The DSO receives and records any information about child protection concerns, including any concerns that an adult involved with the organisation may pose a risk to children or young people. They are responsible for referrals to liaising with statutory agencies.

Reporting, Retention and Storage of Records

The DSO is responsible for making sure that safeguarding records are kept securely according to the School's safeguarding policies and procedures. The DSO reports to Management about all safeguarding issues.

Designated Safeguarding Officer's Roles and Responsibilities Within the School

- Active promotion of physical/ mental health and emotional well-being of pupils schoolwide.
- Active promotion of ethos of diversity, inclusion and tolerance.
- Coordination of safeguarding practices, PSHE and pastoral care programmes running schoolwide.
- Raising awareness around and dealing with issues of peer – on – peer abuse, including online bullying.

- Assessment of Child protection & Safeguarding policy implementation school wide and assisting with regular policy review.
- Facilitate and assist with provision of on-going training for staff on topics related to child protection & safeguarding.
- Assist with training of staff to recognise signs of child abuse (emotional, sexual, verbal & physical), child exploitation (including grooming, coercion and e-safety), as well as children at risk (including those vulnerable to self-harm, self-neglect) and to take action in line with laid down policies & procedures.
- Record keeping and documentation of issues pertaining to child safeguarding.

Training

All parents, staff and volunteers must be fully responsive to our policy and its procedures, recognise their responsibilities and be signed up to them. The Roman Ridge School will ensure that students receive an age-appropriate education that familiarises them with personal safety, social duties, and identifying potential indicators of abuse and acts intended to cause them harm. The Roman Ridge School will ensure that students understand their responsibilities to standing up for their own and others' rights and refer any child abuse concern to the Designated Safeguarding Officer or Management.

The Roman Ridge School aims to further educate children about online dangers and strengthen their judgement should they encounter sexual content, extremist content, or other unwholesome content online.

Staff/ Volunteers

The Child protection and Safeguarding Team would communicate to all staff and members their legal and moral responsibility to protect children from harm and abuse. Our aim is to engage them in the topics of Child's Rights and Child Protection as well as train them to recognise abuse and neglect by its indicators. The Roman Ridge School will ensure that all members of staff recognise their duty to report concerns of abuse that arises on a child or child/staff misconduct towards a child.

Parents

The Roman Ridge School will facilitate the involvement of parents/caretakers in the process and make the Child Protection and Safeguarding policy available to them. We will create awareness to parents about the potential online dangers, and how to safeguard their children while in the home environment. If an accusation should be made against a parent, they will be notified through a parent meeting to discuss the potential harm being brought onto the child in question.

We recognise that some children may be the victims of neglect, physical, sexual or emotional abuse. Staff of the school will often, by virtue of their day-to-day contact and knowledge of the children, be well placed to identify such abuse and offer support to children in need.

The Roman Ridge School ensures that young people are protected from possible abuse from those adults who are responsible for their care in the school, through its procedures for recruitment, through staff training and new staff induction. Our staff are informed of how to recognise child abuse and what to do if child abuse is suspected.

Staff adopt an open and accepting attitude towards pupils as part of their responsibility for pastoral care. Child protection issues may be addressed through the curriculum as appropriate, especially in PSHE and during Circle Time/Form Period. We hope that parents and pupils feel free to talk about any concerns and see the school as a safe place if there are any difficulties at home. Pupils' worries and fears will be taken seriously if they seek help from a member of staff. However, staff cannot guarantee confidentiality if concerns are such that referral must be made to the appropriate agencies to safeguard the child's welfare.

Staff who observe injuries, which appear to be non-accidental or significant change in pupil's behaviour, or who are told anything significant related to child protection by a pupil must report their concerns immediately. School staff do NOT carry out investigations themselves, nor decide whether children have been abused. All concerns must be referred to the Designated Safeguarding Officer or Sectional Head/Principal.

First Aid and Intimate Care

The Roman Ridge School takes seriously its responsibility to safeguard and promote the welfare of the children and young people in its care. Meeting a pupil's intimate care needs is one aspect of safeguarding and this policy applies to everyone involved in the intimate care of children regardless of their position within the school.

Staff who administer First Aid should ensure wherever possible that another adult or other children are present. The students' dignity must always be considered and where contact of a more intimate nature is required (e.g. assisting with toileting or the removal of wet/soiled clothing), another member of staff should be in the vicinity and should be made aware of the task being undertaken.

Showers & Changing Clothes

Young people are entitled to respect and privacy when changing clothes or taking a shower. However, there must be the required level of supervision to safeguard young people with regard to health and safety considerations and to ensure that bullying or teasing does not occur. This means that adults should announce their intention of entering changing rooms, avoid remaining in changing rooms unless student needs require it, avoid any physical contact when children are in a state of undress and avoid any visually intrusive behaviour.

Given the vulnerabilities of the situation, it is strongly recommended that when supervising children in a state of undress, another member of staff is present. However, this may not always be possible and therefore staff need to be vigilant about their own conduct, e.g. adults must not change in the same place as children or shower with children.

Physical Education and Other Skills Coaching

Some staff are likely to come into physical contact with students from time to time in the course of their duties when participating in games, demonstrating an exercise or the use of equipment. Staff should be aware of the limits within which such contact should properly take place and of the possibility of misinterpretation.

Where it is anticipated that a student might be prone to misinterpret any such contact, alternatives should be considered, perhaps involving another member of staff or a less vulnerable student in the demonstration.

Out of School Trips, Sporting Events and Meetings off Premises

Staff should take particular care when supervising students in the less formal atmosphere of an out of school activity. Although more informal relationships in such circumstances tend to be usual, the standard of behaviour expected of staff will be no different from the behaviour expected within school. Staff involved in such activities should also follow guidance in the TRRS Educational Visits Policy and Supervision Policy regarding out of school activities.

To ensure student's safety, increased vigilance may be required when monitoring their behaviour on field trips, holidays etc. It is important to exercise caution so that a student is not compromised, and the member of staff does not attract allegations of overly intrusive or abusive behaviour.

On occasions (field trips/days out etc) some students might be short of funds and would be embarrassed or singled out if this were known. It would be acceptable for a member of staff to subsidise a child, if this was disclosed to colleagues.

Meetings with students out of school where a chaperone will not be present, are not permitted unless specific approval is obtained from Management. Staff should not place themselves in a position where they are in a vehicle, house or other venue alone with a child.

If staff come into contact with students whilst off duty, they must behave as though in their professional role and not give conflicting message regarding their own conduct.

Child Abuse

Child Abuse is the ill treatment or neglect of a child which causes injury, suffering or distress. It may be PHYSICAL (e.g. hitting, burning, bruising, scalding or poisoning). It may be neglect through lack of proper care, food, shelter or cleanliness. If a child is not properly loved, is excessively teased, overprotected or not allowed to do normal things there may be EMOTIONAL abuse. SEXUAL abuse is the involvement of emotionally immature or dependent children in sexual activity to which they cannot give consent and which they do not understand. It is much more common than was believed and can have serious and long-term damaging effects both emotionally and physically. Most sexual abuse involves an adult male who is very well known to the child, possibly a close relative or family friend.

Anyone who cares for a child may be responsible for abuse. Parents, stepparents, baby-sitters, brothers and sisters, other relatives and people in positions of responsibility have all been known to be abusers. Usually, the abuser is well known to the child.

An abuser may be a fellow pupil. In such cases, the same procedures would apply, with additional consideration of any measures needed, as outlined in The Behaviour Policy.

Staff must immediately inform the Sectional Head/Principal if they suspect a child is the victim of abuse, even if there is no proof or evidence. Sometimes children will tell an adult they trust that they are being abused but will ask that no one else is told. Staff are advised that they must explain to the child that they can only help them by telling Management. Staff are encouraged to always believe the child and inform Management, even if the allegations seem far-fetched.

Dealing with suspicions

Any suspicions that a child has been injured or ill-treated, or is being neglected or otherwise abused, must be discussed with Management at once. This includes

suspicion on child protection issues, including female genital mutilation (FGM) and child sexual exploitation, which are crimes in Ghana. Staff are advised that it is always better to share a concern which later proves groundless than to wait for certainty which may mean actual injury to the child.

It may be appropriate to enquire from other members of staff if they have observed anything amiss with the child. Sometimes it will be right to make enquiries of parents about an observable injury or behavioural change. Such enquiries, carried out by Sectional Head/Principal, are neither investigations nor accusations. Previous schools attended by the child may have helpful information. Brief, but careful notes should be made by whoever is consulted. If possible, the actual words used by the parents should be noted, especially when they are explaining the cause of an injury.

These discussions and enquiries may lead to one of these conclusions:

- The suspicion was unfounded, in which case the notes should be preserved, and the member of staff asked to come back to the Sectional Head/Principal if there is any further suspicion.
- The suspicion was probably or well founded, and the child should receive help.
- The suspicion was probably or possibly well founded but, while concern remains, there is nothing tangible with which to take the matter further. These are the most difficult cases. A close eye should be kept on the child observing any changes in behaviour or any other abnormality. When a child leaves, any notes and records should be passed on to the next school.

Recognition of Child Abuse

Child abuse to be reported includes abuse of a pupil by a staff member or other adult, abuse at home (which a pupil reports to staff), abuse by a stranger outside school and abuse of one pupil by another. The key issues identifying the problem as abuse rather than an isolated instance of bullying considered within normal bounds in the school community are: -

- The frequency, nature and severity of the incident(s).
- Whether the victim was coerced by physical force, fear or by a pupil or group of pupils.

Child abuse can be physical, sexual, emotional or take the form of neglect. Recognition of signs and symptoms is dependent upon professionals being open to the possibility of non-accidental injury or other forms of abuse and sharing possible concerns. It is the responsibility of staff to report concerns, not to decide whether it is child abuse or not. All members of staff should be alert to the possibility of signs of abuse by a parent, sibling, other relatives, carers, acquaintances, strangers and other pupils.

Please see Child Protection Fact Sheet – The Definitions and Signs of Child Abuse, published by the National Society for the Prevention of Cruelty to Children (attached).

Dealing With Disclosure from a Child

Any adult who has contact with children may receive a disclosure. A disclosure can be deliberate on the part of a child (i.e. they intend to tell someone or may be accidental, they reveal something without being aware of the impact.) Whether the disclosure is deliberate or unintentional it is important that whoever hears the disclosure deals with the information in the following way:

| | |
|-----------------|--|
| Receive | Listen, remain neutral, accept what the child says |
| Reassure | Stay calm, assure the child they have done the right thing, don't, make promises (including confidentiality), alleviate feelings of guilt and shame, empathise with the child. |
| React | Use only OPEN questions, don't criticise the perpetrator, explain what happens next, inform the Sectional Head/Principal. |
| Record | Make notes as accurate as possible, write up as soon as possible, keep notes safe, be objective. |
| Support | Create space and time for child throughout and after the process, get support for yourself. |

Important Points to Remember:

Examples of OPEN questions:

- Has something happened to you?
- Can you tell me what happened?
- Where did it happen?
- When did it happen?
- Was anyone else there?
- Tell me about it in your own words.

As soon as you put a time, place, person or an emotion into the question, it becomes a LEADING question.

Examples of LEADING questions

- Was it your dad that hit you?
- Does your brother bully you?
- Did it happen at home?
- So that must have upset you?

Remember:

- Recording should be verbatim using the actual words of the child and noting any questions the child raises. Make notes as soon as possible.
- Note dates, time, who was present, positions in the room, anything factual about the child's appearance.
- These notes must be kept secure as they may be needed later.
- Where possible, use a silent witness to record clearly and verify.
- Check notes with the child.
- Always sign and date notes.
- It is the member of staff who writes the notes. The child cannot write the notes.

Never:

- Take photographs.
- Arrange medical examination.
- Attempt a medical judgement.
- Remove clothing.
- Tape record or video an interview.
- Interview children in groups.
- Ask child to write or draw their concerns (unless unable to disclose with you otherwise).

Confidentiality

All members of the school staff must know that they can NEVER promise complete confidentiality to a child. However, that does not mean that people can tell everyone in the school about a disclosure. Staff should only pass any information onto the Sectional Head/Principal but do not tell anyone else. The Principal will inform other staff IF they NEED to know any information about the child (this is different from people wanting to know).

All children in the school should know that school staff cannot promise complete confidentiality.

It is most important that anyone concerned with a suspected case of abuse maintains confidentiality at all times on a 'need to know' basis. Sectional Head/Principal should be informed under arrangements outlined below by the person suspecting abuse, who will discuss who else should be informed.

Referring A Child Who Has Been Abused

If urgent medical assistance is needed, it must be sought through the Sectional Head/Principal as for any other pupil. In doing so, the doctor must be informed that it is believed that the child has been abused. If a medical examination is deemed necessary, the parents should be informed and invited to attend. However, Management may proceed without the parents if they cannot attend or be contacted.

If Management suspects that a child may be in danger or at risk of further harm or if a pupil discloses something that points to this, it is the responsibility of the Principal to report these concerns immediately to the Chair of the Academic Board of Governors, and as necessary to Ghana Police Service – Special Unit for Domestic Violence and Victim Support (DOVVSU) – Ring Road East, Cantonments, +233 302 773906 or +233 302 787373 Toll Free: 18555 hq.pro@police.gov.gh

Cases of Sexual Abuse

When a child makes an allegation of sexual abuse he or she must be believed. Evidence clearly points to the veracity of children who make such claims. Even if the allegation seems improbable, it must be treated as if true. When the allegation involves a member of the child's household, it is not appropriate to inform the pupil's parents immediately. To do so may allow the destruction of physical evidence and interfere with any investigation.

Normal protection procedures do not apply and any response should be left to the Principal.

Where necessary as part of the investigation, a medical examination will be carried out by a paediatrician and a police surgeon. Although teachers are not normally involved in this aspect of the procedure, they may be asked to give their support to the child and if possible, should agree to do so. Sometimes a child will disclose sexual abuse but ask that the adult does not tell anyone. That is an untenable position in which responsibility is shared but nothing is done to protect the child or other children. Such a request should be countered with a response that if the child is to be protected it will be necessary to tell others who can help.

Abuse by Staff

If any member of the staff, teaching or non-teaching, has reason to believe that a member of the school staff has abused a pupil, that suspicion must be reported to the Principal immediately. Such suspicion may arise from an allegation by a pupil or from observed behaviour. Even though it seems improbable, the risk is too serious for any

member of staff to dismiss such a suspicion without informing the Sectional Head/Principal.

Staff undergo regular training and are provided with guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. For example:

- Any touching of pupils made necessary by the nature of an activity (i.e. gymnastics or sports coaching, etc.) should be done in the presence of a large group or several witnesses.
- In cases of one-to-one tuition, a table/desk should separate member of staff and pupil.
- Staff are not to convey a pupil alone in a car/vehicle. If it is necessary to do so, a third-party must always be present.

Bullying and Peer on Peer Abuse

The Roman Ridge School condemns the misuse of power in relationships between two individuals in which one person is repeatedly put down, either verbally, physically, emotionally, sexually or mentally. Acts may be seen by the perpetrator as being funny or harmless, but are determined as abusive if they compromise the wellbeing of a student.

In the case of sexual acts between students, The Roman Ridge School recognises the sexual age of consent between students as 18 years old, meaning sexual acts between students below this age are explicitly non-consensual. The Roman Ridge School also recognises the potential for a power imbalance between students in romantic and sexual relationships, that could lead to the victimisation of a student. This includes spreading rumour of a sexual nature or sharing sexually inappropriate images of peers. This is considered as child abuse, and in many instances could fall under a criminal act and reported as such.

Indicators

- Student not wanting to attend school.
- Student making excuses to avoid attendance.
- Displaying depression, anxiety or fear in and out of school setting.
- Strained or isolated interpersonal relationships at school.
- Unexplained marks or bruises.

Summary of Action in Cases of Suspected Child Abuse

1. Introduction

All members of staff should be alert to the possibility of signs of abuse by a parent, sibling, other relatives, carers, acquaintances, strangers and other pupils. Abuse may be by:

| | | |
|-----------------|----------------|--------------|
| NEGLECT | PHYSICAL ABUSE | SEXUAL ABUSE |
| EMOTIONAL ABUSE | CHILD AT RISK | |

2. Confidentiality

It is most important that anyone concerned with a suspected case of abuse maintains confidentiality at all times on a 'need to know' basis. Management should be informed under arrangements in sub-section 4 below by the person suspecting abuse, who will discuss who else should be informed.

3. Designated Persons

All cases should be referred to the Principal via the Designated Safeguarding Officer. The Principal must report any allegations or suspicions of abuse to the Academic Board of Governors, for referral as necessary to the Ghana Police Service – Special Unit for Domestic Violence and Victim Support (DOVVSU) – Ring Road East, Cantonments, +233 302 773906 or +233 302 787373 Toll Free: 18555 hq.pro@police.gov.gh

If there is an allegation or suspicion of abuse involving the Principal, the member of staff should report the allegation directly to the Chair of the Academic Board of Governors.

4. Initial Actions and Procedural Advice

- a) Whenever any member of the school staff has reason to suspect that a pupil may have suffered abuse, the Sectional Head/Management MUST at once be informed. In general, proceed as below:
- b) In the first instance, the staff member directly involved, has a duty to listen to the child - to provide reassurance and to record the child's statements, in the presence of a second person, preferably the Sectional Head/Principal. They must not probe or put words into the child's mouth. They must respect the confidential nature of this duty and pass the information to Sectional Head/Principal as soon as possible if the interview takes place without him being present.

- c) Because bruising or other signs may quickly begin to fade, expert diagnosis may need to be arranged urgently. The Principal will organise this.

Online Safety Policy Statement

The Roman Ridge School seeks to safeguard members of our school community online in accordance with our school's guidance on online safety and the Data Protection Act 2012 of Ghana. This Online Safety Policy applies to all members of the school community, including staff, children / young people, volunteers, parents and carers, visitors, partners and community users who have access to and are users of our school's digital systems, both in and out of the school.

This policy also applies to the use of personal digital technology on the school site (where allowed). The Roman Ridge School will deal with such incidents within this policy and associated behaviour and antibullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

Policy development, monitoring and review of this Online Safety Policy has been developed by the Online Safety Committee of our school, which is made up of: The Principal, Heads of Section, IT Team, Designated Safeguarding Officer and the PSHE Coordinator.

Abuses That Occur Online

In today's fast growing digital world, The Roman Ridge School acknowledges that an increased amount of our time is spent online. Verbal and emotional abuse, sexual advances, and bullying that occur online are equally considered a threat to our students. Allegations of inappropriate online behaviour from any online platform and from any party against our student will be investigated using regular protocol. Consequences outlined in the Behaviour Policy apply to all online conduct.

Monitoring

Staff and students will be made aware that their use of the internet and IT equipment will be monitored at all times whilst in school or when using school devices or accounts. Authorised network staff will inspect any IT equipment owned or leased by the school at any time without prior notice. It is possible that personal memory/USB sticks/other portable storage devices (inc. mobile phones) will be inspected from time to time especially if it is suspected that content held is inappropriate in our school setting.

Virtual Learning Teacher Expectations

On the occasions that school activities must be conducted online, teachers are obliged to communicate to children professionally. Communication should be done using only school approved platform, Microsoft 365. If a teacher has an extenuating circumstance, this should be communicated to the Head of School for approval. Teachers are encouraged to have professional boundaries with students. This includes refraining from sending or receiving personal pictures and messages, communication outside the knowledge of the caregiver about non-educational items or communicating at inappropriate times outside of school hours. Teachers should refrain from virtual 1:1 meeting with student, unless scheduled/supported by another staff member. Teachers are to be trained on how to block screen sharing, limit individual chats. and mute students that might be attempting to share inappropriate content with other students. Teachers will not leave virtual class sessions unsupervised.

Staff are not permitted to use their mobile phones or personal gadgets to capture images of children. Only school designated hardware (digital cameras) may be signed out and used for this purpose. All photographs must be screened before transfer. Parental permission is always sought before photos of children are used by the school or shared. Any unused photos are archived by Administration or deleted.

Virtual Learning Student Expectations

Students are meant to be present for online classes in the school's prescribed attire, in appropriate posture and are strongly encouraged to engage in online learning in a public space within their home and within earshot of their caregivers. Should a student be found to engage in inappropriate online behaviours, such as the sharing of inappropriate content, online bullying or other, they will be disciplined using the current policy.

Monitoring During Online Learning

During times of online learning, the Safeguarding Team is responsible for identifying families at risk, and students at risk, through appropriate observation of student attendance, student performance, peer reporting or students with previous underlying mental health concerns. Form Tutors will continue to monitor students of concern through weekly check-ins and meetings with caregivers especially.

Supervision and Guidance on the Duty of Care

The Roman Ridge School has strong pastoral care at the heart of all its dealings.

In line with this, we adopt and implement policies to assist with our standing obligation to provide a duty of care to all pupils.

This policy should be read in conjunction with the TRRS Supervision Policy, Health and Safety Policy and First Aid Policy.

Early Drop-off and Late Pick-up

The pupils who arrive early to school (before 7am) wait at the Front Gate until the member of staff on duty arrives and escorts them into school. These pupils will wait at the designated area until their Form Tutor arrives (by 7:30am) and will be escorted to class from there.

Pupils are supervised to leave our premises safely at Closing Time (4pm) by designated members of staff. Those who are picked up late or are registered join After-School Games/Activities are supervised on-site until 5:30pm. Please refer the School's Daily Closing Protocol for more details.

To help ensure that pupils are dropped off and picked-up on time, the following measures are in place:

1. Regularly publishing the school's hours of operation in our school's publications, on our digital platform and supervision of areas by staff on our digital platform and on our staffroom boards.
2. A duty roster system whereby staff are requested to be on duty at a particular time and in a particular location before the start or at the conclusion of the school day. Students who are dropped off early or not collected after school, wait in an area where they can be supervised by a member of staff.
3. Developing a 'register of students' who are on site before and after hours to ensure that supervision is adequate and to account for students in the event of an after-hours emergency or evacuation
4. If a child is not collected by the agreed collection time (5:30pm), members of staff register their names with Management and contacts parent/guardian. If

there is no answer, the child's emergency contact is called. During this time, the child will be safely looked after by staff.

5. If there is no response from the parents' or carers' contact numbers or the emergency numbers within a one-hour period, Management will make emergency arrangements for the child and submit a written report of the incident.
6. We undertake to look after the child safely throughout the time that he or she remains under our care, until such a time as he or she has been collected by a parent, guardian or carer, or until appropriate, alternative care arrangements have been made in order to prioritise the child's safety.
7. The school's DSO will keep a record of incidents where parents/carers do not collect a child from school or are late for no explanation or good reason, or where there are repeated incidents. If any concerns about the child's safety and welfare result, these will be dealt with in accordance with the School's Safeguarding Policy.

Missing Child Policy

The welfare of all students at TRRS is our paramount responsibility. Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of our students safe at all times. Our staffing ratios are generous and are deliberately designed to ensure that every child is supervised the entire time that he or she is in our care.

Children are not allowed to leave the premises during school time without the permission of Management.

However, it is possible that there is an occasion where a child may leave the premises without the knowledge or permission of Management. This could occur during a routine school day, on a local school trip or during a residential trip. This policy is put in place to ensure that every action possible is taken to ensure the swift and safe return to school of that child.

Our aim is to:

- Provide clear procedures to follow in the rare situation that a child goes missing.
- Provide clear procedures for if a child goes missing on a school trip.

- Explain expectations for communication with parents and authorities if a child goes missing.
- Provide procedures for if a child is not collected at the end of the school day.

Actions to take if a student goes missing from the school site:

Our procedures are designed to ensure that a missing student is found and returned to effective supervision as soon as possible.

If a student cannot be found by the Teacher, the Head of Section/Principal must be notified immediately and told where and when the student was last seen. Time is of the essence and prompt actions must be taken by all.

The remaining children in the class will be left safe in the care of suitable staff. All other available staff will conduct a thorough search of the school and its grounds.

The Principal will call the Parent/Guardian to find out if they are aware of the child's whereabouts and the steps that have been actioned.

If the child is still not found, the Principal will inform the police.

Available members of staff will be sent to search the local area.

The Principal will notify the police that the student has gone missing. If the student has been located, the Principal, police and parents will be notified without delay.

The Principal will conduct a thorough investigation into the incident and will take the appropriate action to ensure that similar events do not happen again.

Actions to take if a student goes missing on a school day trip:

The group leader takes an immediate head count to ensure that all the other students are present.

The group leader searches the immediate vicinity and if the child is not found, contacts the venue manager to arrange a thorough site search.

The remaining children are taken back to school.

The group leader informs the Principal by telephone. The Principal informs Management.

The Principal rings the student's parents/guardians and explains what has happened, and what steps have been set in motion. The Principal asks them to come to the venue or the school at once.

The Principal must inform the Board of Governors of the incident.

If the child is not located, the Principal contacts the police.

The school must cooperate fully with any police investigation and any safeguarding investigation.

A full record of all activities taken up to the stage at which the student was found is made for the incident report. Procedures are reviewed and, if applicable, amended in light of the incident.

Actions to be taken by staff once a child is found:

A staff member will talk to, take care of and, if necessary, comfort the student.

A staff member will talk to the other students to ensure they understand why they should not leave the premises/separate from a group on an outing.

The Principal will speak to the parents to discuss events and give an account of the incident.

The Principal will arrange for any medical treatment that may be necessary.

The Principal must inform the Board of Governors of the incident.

The Principal will conduct a full investigation (if appropriate involving the police)

All media queries must be referred to the Principal.

The investigation should involve all concerned and provide written statements.

A full report must be completed.