

Safeguarding Policy

Leehurst Swan School



Approved by:	 Headmaster  Designated Safeguarding Lead  Safeguarding Governor	Date: 02/09/2019
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Contents

1. Aim

The purpose of the whole-school Safeguarding (Child Protection) policy is to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding/child protection issues. This policy makes explicit the school's commitment to safeguarding and compliance with *Working Together to Safeguard Children 2017 (updated February 2018)* and *Safer Recruitment in Education and Keeping Children Safe in Education (September 2019)*. KCSIE is statutory guidance from the DfE and all staff must comply with it and the Safeguarding policy.

This policy is published on the school website for parents.

Mrs M Bateman is the Designated Safeguarding Lead (DSL) and Prevent Officer, and Mr T Ayres is Deputy DSL with responsibility for EYFS. Mrs Bateman is KS4 Pastoral Coordinator and a member of the Senior Leadership Team and Mr Ayres is the Head. For any matter concerning 'Prevent' the DSL should be consulted. Where the DSL is not available the Deputy DSL or Safeguarding Governor should be consulted. Mrs Bateman is the designated Looked After Child (LAC) lead.

Child protection must be handled sensitively, professionally and in ways which support the needs of the child. This policy is available to parents and professionals involved in childcare, on request and on the Leehurst Swan website. If possible, open communication with parents and guardians is considered essential. This policy should be read in conjunction with the Anti-bullying Policy, the Social Media Policy, the Whistleblowing Policy and the e-safety Policy. In addition, all staff must read Part 1 of Keeping Children Safe in Education, (KCSIE) updated for September 2019 and sign annually to indicate they have done this and understand it. KCSIE 2019 Annex A and H must also be read and understood by leaders and those staff who are teaching children. All staff must successfully complete the training compiled by the DSL to update and complement all previous child protection training.

This policy is written with regard to *The Prevent Duty* (June 2015) and the *Use of social media for on-line radicalisation* (July 2015) and links to the policy for *Bruising to non-mobile children*, which follows the Wiltshire protocol.

The Governing board is that of a senior board level with Ms Victoria Hance as the Safeguarding Governor. The Governor takes leadership responsibility for Leehurst Swan's safeguarding arrangements in cooperation with the DSL and Deputy DSL.

What is abuse?

There are four types of abuse recognised in the Children Act of 1989:

- Physical abuse –actual physical injury to a child or failure to prevent injury
- Sexual abuse – Sexual exploitation of a child including FGM (Female Genital Mutilation) and CSE (Child Sexual Exploitation)
- Emotional abuse – Severe or persistent emotional ill treatment or rejection with an adverse effect on the development and self-esteem of the child, including children who run away from home or go missing.

- Neglect – The child fails to thrive due to lack of emotional and physical provision. Their basic needs are not met.
- There are also specific safeguarding/child protection issues such as child sexual exploitation (CSE), female genital mutilation (FGM), domestic violence, fabricated or induced illnesses, faith abuse, forced marriage, gang violence, gender-based violence, honour-based violence, mental health issues, radicalisation, sexting, teenage relationship abuse, Criminal Child Exploitation (CCE), trafficking and upskirting. Upskirting is recognised as a serious crime.
- Please be aware that issues of drug or alcohol abuse, truanting and sexting also put pupils in danger and come under the safeguarding umbrella.
- Abuse may be caused by adults or other pupils (pupil on pupil abuse which can include bullying, cyberbullying, sexting, gender-based violence, upskirting and sexual assaults.)
- **Abuse is also a failure to prevent when it is known that abuse is taking place.**

The Prevent Duty

Since March 2015 Leehurst Swan acknowledges the requirement to help prevent children being drawn into terrorism. Internet content, social media and visiting speakers are all potential sources of external influence and the school has a series of measures in place to safeguard pupils as detailed in the e-safety policy. Visiting speakers must always be checked with the Headmaster, before being invited to speak in school and the visiting speaker form completed in advance. All staff receive Prevent Training by the DSL.

Should staff have any concerns about pupils with regard to terrorism/radicalisation or any form of extremism, they should:

- Make a careful note of the details involved
- Report the information to the Designated Safeguard Lead (DSL) Mrs Bateman
- Contact the police by phone on 101 or use the DfE Due Diligence and Counter Extremism Group (DDCEG) dedicated telephone helpline 02073407264 and/or counterextremism@education.gsi.gov.uk.

Any member of Leehurst Swan staff can make a referral to the above agencies.

All staff should be alert to changes in the pupil's behaviour, which could indicate extremism and that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk and act proportionally.

Other safeguarding/child protection and welfare responsibilities

Leehurst Swan School also takes very seriously the welfare of children under circumstances not covered by the above definitions. This will include run away and missing children, children with mental and physical health issues, malnutrition, private fostering and any circumstances, which adversely effect the normal development of a child. Children missing from school for unexplained reasons will always be reported to the LA (Wiltshire Safeguarding Vulnerable People Partnership (SVPP) at MASH 0300 456 0108). The school will notify the local authority if a pupil's name is going to be deleted from the admission register on certain grounds. In summary, these are, when the child has been taken out of school to be home educated, when the family has apparently moved

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away, when the child has been certified as medically unfit to attend, when the child is in custody for more than four months or has been permanently excluded. The notification will occur as soon as the grounds for deletion are met and, in any event, before deleting the child's name. Two emergency contact numbers are held on Schoolbase for every pupil.

All staff should identify children who would benefit from early help and refer these on to the DSL. Staff may be required to support other agencies and professionals in an early help assessment.

Leehurst Swan seeks to take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the (Wiltshire) SVPP. This includes understanding and reflecting local protocols for assessment and the (Wiltshire) SVPP's threshold document along with supplying information if requested to the (Wiltshire) SVPP.

Leehurst Swan will work with the three bodies responsible for safeguarding under the Children's Act 2004. Namely: the local authority (Wiltshire); a clinical commissioning group for an area (any part of which falls within the local authority area); and the chief officer of police for an area any part of which falls within the local authority area.

Who is this policy for?

All staff are expected to be aware of the **Policy on Awareness of Child Abuse (Annex A)** and to follow it at all times. Staff must maintain an attitude of '**it could happen here**' as far as safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in **the best interest of the child**. This concept must remain central at all times.

Leehurst Swan aims to help and protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

Our policy applies to all staff, governors, volunteers and contractors working in the school. Any person over 18 years of age who is regularly present on the school site must have an enhanced DBS clearance, including sports coaches, peripatetic teachers, work-experience volunteers, parents acting in a paid or unpaid capacity, administrative staff and teachers. Unpaid workers who are not classed as volunteers by the DBS bureau are required to pay for their DBS checks through the school at the stated rate. Prospective employees will be interviewed by a panel where at least one person has completed the safer recruitment training. If interviewed by one person, that person must have completed the training.

There are five main elements to our policy:

1) Ensuring we practice safer recruitment as set out in the DfE guidance "Keeping children safe in Education" (KCSIE 2019) in checking the suitability of all staff and volunteers to work with children as determined by the Disclosure and Barring Service and the Independent Schools Standards Regulations. Specifically, this involves:

- a satisfactory recruitment process recorded in writing as detailed in the “Recruitment Policy”
- check of identity/DBS check – photo identity check and proof of residential address and check for any prohibition, sanction or restriction. Reasonable steps must be taken to establish whether any person is subject to a prohibition order made under section 141B and prevent the employment or engagement of such a person.
- An additional check is to be carried out for management roles to ensure any candidate is not prohibited under section 128 provisions.
- at least two written references
- an interview with a written record of the outcome
- proof of qualifications (originals not photocopies)
- fully completed application form and a statement to the applicant that any previous employer may be approached
- contact by the school, where feasible, with each previous employer where work with children was involved, to check the reason the employment ended, in the case of short periods of employment
- an explanation of any gaps in employment
- overseas checks where available
- checks with Teacher Services and checks on any historic sanctions imposed by the previous GTCE as well as any TRA reports
- checks that staff from the EEA who apply for teaching working are not subject to a sanction or restriction imposed by another EEA professional regulating authority for teachers. This check is to be carried out using the TRA Teacher Services System.
- appointment subject to a satisfactory DBS and barred list checks and references
- work not to begin before satisfactory completion of barred list and prohibition checks including prohibition checks on teachers and from 18th January 2016, the EEA authorities.
- Leehurst Swan does not employ people to work within the EYFS or with children under the age of 8, out of school hours, or allow them to be directly concerned in their management, if they or others in their households are “disqualified”. The

grounds for disqualification are not only that a person is barred from working with children (included on the children's barred list) but also include, in summary, that:

- They have been cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad
- Other orders have been made against them relating to their care of children
- They have had their registration cancelled in relation to childcare or children's homes or have been disqualified from private fostering
- They are living in the same household where another person who is disqualified lives.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list. Relevant convictions are not considered "spent" in this connection. The disqualification by association rule and advice applies to employees only, not to volunteers and governors.

- Leehurst Swan will ask existing employees working in the Early and Later Years provision and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them, in an annual self-declaration form.
 - Work cannot commence until this information has been provided and recorded as part of the pre-employment checks undertaken on appointing new staff.
 - Annual checks on safeguarding for members of staff working in EYFS or with children under the age of eight in out of school hours will take place.
 - The school will undertake a risk assessment and use their professional judgement and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity in accordance with KCSIE 2019 guidance.
- 2) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe including anti-bullying procedures, how to cope with cyber bullying, abuse by one or more pupil against another and the dangers of the internet. See e-safety policy. Specifically, this will involve; teaching in the curriculum and PSHCE and in ICT with the aims of:
- helping children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation,
 - particular attention will be paid to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people,

who use the Internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. For example;

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre (www.saferinternet.org.uk)
- CEOP's Thinkuknow website (www.thinkuknow.co.uk)

The teaching will be age appropriate and delivered through a planned component of the curriculum. Leehurst Swan ensures that all pupils are taught about safeguarding/child protection including online safeguarding. Appropriate filters and monitoring systems are in place in accordance with the e-safety policy with access allowed to approved sites for educational purposes

3) Training all staff annually so that they are capable of safeguarding pupils and implementing procedures for identifying and reporting cases, or suspected cases, of abuse- See Annex B. This role includes recognising when a child needs support ("Child in need") preventing problems escalating and working with external agencies to this end, as required for the betterment of the child. Specifically, this training comprises:

- All staff must read the most up-to-date version of Part One of KCSIE and sign to say they have read it and that they understand it. Those who teach children must also read KCSIE 2019 Annex A and Annex H
 - The designated person (DSL) and the designated deputy DSL to receive updated child protection training at least every two years. This will include local inter-agency working protocols and training in the Wiltshire SVPP's approach to *Prevent* duties and training as detailed in Annex B of KCSIE.
 - All staff will be trained in child protection regularly, in line with advice from the Wiltshire SVPP. *Prevent* awareness training will be part of this.
 - All new staff, including temporary staff and volunteers, will be provided with induction training that includes:
 - i. the school's Safeguarding (Child Protection) Policy;
 - ii. the Standards for Teachers Policy so that they are aware of the code of conduct for all staff including the Whistleblowing procedure;
 - iii. the identity of the Designated Safeguarding Lead
 - iv. reading a copy of Part 1 of KCSIE 2019 and verifying that they understand it.
 - v. Certifying that they have read and understood further policies which must be read in conjunction with the Safeguarding policy. Namely: The Social Media Policy, the Anti-bullying Policy, The Whistleblowing policy and the e-Safety Policy.
- 4) Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- 5) Establishing a safe environment in which children can learn and develop.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse and that for children high esteem,

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confidence, supportive friends and clear lines of communication with a trusted adult helps prevent the chances of their being abused. We will therefore aim to:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- ensure children know that there are adults in the school who they can approach if they are worried.
- include opportunities in the PSHCE and ICT curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure that pupils and parents are aware that Leehurst Swan school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff as set out in Annex B (identifying and reporting abuse) and Annex C (dealing with allegations against staff) of the Safeguarding policy.
- Support pupils' development in ways which will foster security, confidence and independence.
- Take account of, and inform policy in related areas such as discipline, bullying and e-safety
- Follow the Prevent guidance given to prevent children being drawn into terrorism

We will follow the procedures set out by inter-agency procedures of the Wiltshire Local Safeguarding Vulnerable People's Partnership and take account of guidance issued by the DfE to:

- ensure, where appropriate the matter is reported to Social Services (Social Services South Wiltshire Child Protection) giving school contact details, within 24 hours of a disclosure or suspicion of abuse as well as recording the call in writing. Referral should go through the Multi-agency Safeguarding Hub (MASH): 0300 456 0108. Emergency Duty Services: 0300 456 0100
- ensure we have a **Designated Safeguarding Lead (DSL)** (Mrs Mandy Bateman) who has received appropriate training updated every two years, in child protection and inter-agency working. In the absence of the Designated Safeguarding Lead or in the event of allegations against the Designated Safeguarding Lead, the Headmaster is the person responsible. Ensure there is a DSL in the EYFS setting who will pass on concerns to the DSL.
- ensure we have a nominated Governor responsible for child protection (Ms Victoria Hance) and that the Leehurst Swan Board of Governors undertakes an annual review of the Safeguarding policy and procedures and reviews the efficiency with which the related duties have been discharged
- ensure every member of staff, volunteer and Governor knows the name of the DSL and their role. All staff receive Safeguarding (child protection) training updated annually, this includes part time staff and volunteers. A record is kept of all attendees and absentees are followed up to ensure all staff have received training at the stated interval. Staff have also undertaken online training with the Optimus programme 'Safeguarding for the Whole School.'
- The Safeguarding Policy and the Standard for all Teachers will be provided to staff - including temporary staff and volunteers - on induction.

- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for child protection and or the police
- ensure that all staff are aware of the difference between a 'concern' about a child and 'immediate danger or at risk of harm' and the actions that should follow each.
- ensure that every member of staff has access to, and is required to abide by, the Standards for all Teachers as detailed in the Staff Handbook.
- ensure that parents understand the responsibility placed on the school and staff for safeguarding/child protection by setting out its obligations on the school website
- ensure staff recognise the vulnerability of children with SEN/D
- notify Social Services if there is an unexplained absence of more than two days of a pupil who is on the child protection plan (formerly register)
- ensure there is a Designated Safeguarding Lead (Mrs Mandy Bateman) and Deputy Safeguarding Lead (Mr Terence Ayres) to take lead responsibility for safeguarding children within the EYFS and liaising with local statutory children's agencies as appropriate
- develop effective links between the DSL and relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- keep written records of concerns about children, even where there is no need to refer the matter immediately
- ensure all records are kept securely, separate from the main pupil file, and in locked locations. Access is restricted to the Headmaster, the DSL and Deputy DSL. Records to be kept until the child's 25th Birthday.
- ensure that children who are in need of additional support are referred to interagency assessment including CAF (Common Assessment framework and TAC (Team around the child approach, along with CAMHS (Child Mental Health Services)
- follow procedures where an allegation is made against a member of staff or volunteer and be aware that these needs to be passed on to the Wiltshire Designation Officer for dealing with Allegations (DOfA)
- ensure all staff must report all cases of FGM to the police and that they are aware that this is mandatory: phone 101
- ensure that staff have access to the Whistleblowing Policy currently held by the school
- ensure that all visitors to the school, especially visiting speakers, are suitable and supervised, presenting balanced views in accordance with the law and school policies.
- ensure that any deficiencies or weaknesses in child protection or safeguarding arrangements are remedied without delay and the steps taken reported to the appropriate members of the Governing Body who will also approve any amendments to arrangements to meet changes in Regulations or recommended best practice.
- ensure a report is sent to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Tel: 01325 953795. 'Settlement agreements' cannot apply in this connection. Where qualified teachers are known to be

registered with the Teaching Agency. Misconduct referrals will also be made to the Teacher Regulation Agency.

- ensure for the EYFS and children under age eight in before or after school clubs, that any allegations of serious harm or abuse by any persons living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of the allegations, are reported to Ofsted as soon as it is reasonably practical, but at the latest in 14 days.
- ensure by annual check, that all staff working with children under age eight in before school or after school care or working in EYFS are not living in the same household as someone else who has been disqualified from working with children – the “disqualification by association” rule and that such staff are reported to OFSTED.
- Ensure that all EYFS staff, parents and all visitors/volunteers/prep and senior staff visiting the EYFS setting are aware of the restrictions in regard to personal use of mobile phones and cameras. The regulations state that mobile phones and cameras may not be turned on in an EYFS setting and that all staff mobile phones must be locked away when staff report for duty. Staff must only take out their phones at the end of the day and must not switch them on until they have left the EYFS setting. Only essential school mobile phones are permitted to be in use for school trips or an educational activity. Pupils in both the Prep and Senior School should not have their mobile phones out or be using them if they are in the same area as the EYFS children.
- ensure that all staff or volunteers employed by other organisations working with or caring for Leehurst Swan pupils on or off the school site have had appropriate checks for suitability.
- require all staff to disclose any convictions, cautions, court orders reprimands and warnings which may affect their suitability to work with children whether received before or after appointment.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- the content of the curriculum for example in PSHCE, RE and English.
- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- the school Behaviour Policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Pupils should be aware of peer on peer abuse and know that they should report this on to a member of staff. This could include aspects such as sexting, bullying, cyberbullying, sexual assault and gender-based violence and upskirting. Staff

should be aware of procedure to follow in reporting this on a child protection concern sheet to the DSL.

- contact with other agencies that support the pupil such as Social Services, Child and Adult Mental Health Service, The Education Welfare Service and The Educational Psychology Service within 24 hours of a disclosure or suspicion of abuse.
- ensuring that, when a pupil on a Child Protection Plan (formerly Register) leaves, their information is transferred to the new school immediately and that the child's social worker is informed.
- Ensuring that when a new pupil commences school at Leehurst Swan, information is obtained in regard to any child protection concerns from their previous school.

Professional Confidentiality

Confidentiality is an issue that needs to be discussed and fully understood by all those working with children, particularly in the context of safeguarding/child protection. The only purpose of confidentiality in this respect is to benefit the child. All information received in connection with safeguarding/child protection matters should be treated confidentially; however, teachers must never guarantee confidentiality to a child as this may not be in the child's best interests. Staff must always act in **the best interests of the child**. Information relating to a child about whom there are concerns should be given to the **Designated Safeguarding Lead**. In general, we believe that parents should be informed about any concerns regarding their children and it is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the **DSL and Deputy DSL** who will decide on the appropriate response. In a very few cases, it may not be right to inform parents or guardians of our concerns immediately, as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from MASH.

Rules for information sharing

We will take into account the rules for information sharing as set down by the DfE and Local Government, namely:

1. Remembering that the Data Protection Act is not a barrier to sharing information in regard to child protection.
2. Being open and honest with the person/family from the outset about why, what, how and with whom information needs to be shared, and seek their agreement unless it is not safe to do so.
3. Seeking advice when in doubt without disclosing the identity of the person where possible.

4. Sharing with consent where appropriate and using our judgement where information needs to be shared without consent. This judgement should be based on the facts of the case.
5. Considering the safety and wellbeing of the pupil in relation to information sharing.
6. Ensuring the information sharing is necessary, proportionate, relevant, accurate, timely and secure.
7. Keeping a record of our decision in regard to sharing and the reasons for it.

Reporting suspected abuse

All staff have a duty to keep young people safe and to protect them from physical and emotional harm. Staff are reminded that safeguarding is everyone's responsibility and that nothing is too small to pass on. They are also reminded that it could happen 'here'.

If any member of staff, volunteer or contractor, sees any signs of abuse on a pupil (see Annex A, **Awareness of Child Abuse Policy**) or has suspicions that abuse has taken place, the **Designated Safeguarding Lead** must be informed. In the absence of the **DSL** the Headmaster should be informed. The **DSL** will discuss the matter with the Headmaster and the appropriate action will be taken.

In the event of the **DSL** being suspected of child abuse the matter should be reported directly, and in confidence, to the Chair of Governors who should report within 24 hours to the Wiltshire Delegated Officer for dealing with Allegations (DOfA).

In the event of any member of staff or volunteer suspecting another member of staff or volunteer of child abuse, the matter should be reported to the **DSL**. Reporting such suspicions should be done as soon as possible. In the absence of the **DSL** the allegation should be passed to the Chair of Governors.

In the case of severe harm, the police should be informed from the outset.

Members of staff must follow the school **Safeguarding/Child Protection Procedures** (see Annex B) in the event of a pupil confiding in them or reporting abuse.

In the event of a pupil reporting abuse by one or more other pupils, the matter should also be referred immediately to the **DSL** who is likely to inform the relevant Key Stage Co-ordinator. All staff should be aware that children can abuse children and pupils should be aware of this in PSHCE lessons.

Staff should be aware of the difference between a 'child in need' and a 'child at risk'. The former requires a written, signed and dated concern passed on directly to the **DSL** while the latter requires urgent referral to the **DSL**, Social Services or the police within 24 hours. A referral can be made direct and anyone can make the referral. The referral to a statutory agency for a child at risk does not require parental consent.

Staff should be aware that any child may benefit from early help. They should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is 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.

If staff members have any concerns about a child's welfare, they will need to act on it. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume that other professionals will share information that might be critical in keeping children safe.

The rules for sharing information are:

In the first instance the information must be taken straight to the Designated Safeguarding Lead (or deputy).

The DSL will consider what to do next. Options include:

- managing any support for the child internally via Leehurst Swan's own pastoral support processes;
- an early help assessment;
- a referral for statutory services for example as the child is in need or suffering or likely to suffer harm.

If, for any reason, the DSL (or deputy) is not available, this should not delay appropriate action being taken. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

Local agencies including the three safeguarding partners should work together to put processes in place for the effective assessment of the needs of individual children who may benefit from early help services. Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.

Local authority children's social care has the responsibility for clarifying the process for referrals (Chapter one of Working together to safeguard children).

If early help is appropriate, the DSL (or deputy) should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

If a child is in need or is suffering, or likely to suffer from harm then a referral should be made to local children's social care to consider a statutory assessment.

Children in need

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

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation. In both cases, referrals should be made in accordance with local criteria for action and follow the local authority's referral process.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Chapter 1 of Working together to safeguard children. The online tool Report child abuse to local council directs to the relevant local children's social care contact number.

The local authority should make a decision, within one working day of a referral being made, about what course of action it is taking and should let the referrer know the outcome. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- whether the child is in need, and should be assessed under section 17;
- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
- any services required by the child and family and what type of services; and
- further specialist assessments are required in order to help the local authority to decide what further action to take.

Staff should follow up on a referral should this information not be forthcoming.

If social workers decide to carry out a statutory assessment, school or college staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the DSL should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Staff are also required to follow the **Avoidance of Allegations of Abuse Policy** (see Annex C), in order to reduce the possibility of such claims being made against them.

If bullying is suspected the **Anti Bullying Procedures** should be followed (see Annex D).

Safeguarding in South Wiltshire can be viewed at <http://www.wiltshirescb.org.uk/>

Staff Code of Conduct

All Staff should ensure that at all times they:

- Treat all pupils with respect
- Set a good example by conducting themselves appropriately
- Encourage safe and positive behaviour among pupils
- Are a good listener
- Are alert to changes in a pupil's behaviour
- Recognise that challenging behaviour might be an indicator of abuse
- Read and understand all of the school's safeguarding and guidance documents as well as wider safeguarding issues such as bullying, e-safety and information sharing
- Conduct safe behaviour strategies when physically assisting a child during PE, first aid administration or any other form of physical assistance. Permission must be requested from the pupil to provide assistance
- Maintain appropriate standards of conversation and interaction with and between pupils and avoid any use of derogatory or sexualised language
- Maintain professional standards and boundaries at all times on and off the school site
- Are aware that at all times, both during their time at school, and during social time they are expected to behave as professionals.
- Teaching staff are also required to abide by the National Standards for teachers as detailed in the staff handbook – code of conduct.

Monitoring and evaluation of this policy

The school monitors and evaluates its Safeguarding policy and procedures through the following activities:

- Having a specific trained governor to check safeguarding/child protection (Ms Victoria Hance)
- Governing body visits to the school
- Senior leadership team discussion
- Staff briefing discussions where appropriate
- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular completion of a range of risk assessments
- All child protection logs are retained by the school to at least the 25th birthday of the child.
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school e.g. sufficient account must be taken of the nature, age range and other significant features, such as reports of historical issues, in the provisions made for safeguarding.
- Logs of bullying, including cyber-bullying and/or racist behaviour incidents are reviewed regularly by the Senior Leadership Team and the Governing Body using the designated specialist external advisor if appropriate.
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school

This policy is subject to annual review according to a timetabled program.

Annex A – Signs of Abuse

The school recognizes that sometimes a pupil may be the victim of abuse.

The staff must report in confidence any concerns that they may have about a pupil to the Designated Safeguarding Lead, Mrs Mandy Bateman or in the case of a pupil in EYFS to Mr Terence Ayres (Deputy DSL)

The staff should remember that the school is not an investigation or intervention agency for child protection, but it has an important role to play at the recognition and referral stages.

What is abuse?

- Physical abuse –actual physical injury to a child or failure to prevent injury. This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing some physical harm. If a parent deliberately induces illness or symptoms of illness in a child this may also be physical abuse
- Sexual abuse – Sexual exploitation involves forcing or enticing a child or young person to take part in or to watch any sexual activity. It does not need to involve a high level of violence and occurs whether the child is aware of it happening or not. The activities may involve physical contact, assault by penetration (rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching in a personal area. Non-contact activities where a child is shown sexual images or sexual images are produced or where a child is made to watch a sexual act is also sexual abuse. Any act which encourages a child to behave in a sexually inappropriate manner through grooming or abuse, including via the internet is sexual abuse. This includes ‘sexting’ - the sending of inappropriate sexual texts and images and sexual banter using inappropriate language and reference. It also includes FGM (Female Genital Mutilation) and CSE (Child Sexual Exploitation). Staff should note that it is mandatory for them to report FGM to the police. They must report CSE immediately to the DSL who will pass on the information to the police. Incidents of upskirting must be reported to the DSL. Upskirting typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is recognised as a serious crime.
- Sexual abuse is not solely perpetrated by adult males. Women are also abusers as are children. Staff must be vigilant for any peer-on-peer sexual abuse and report on immediately. The sexual abuse of children by other children in a specific safeguarding issue in education.

- Emotional abuse – Severe or persistent emotional ill treatment or rejection with an adverse effect on the development and self-esteem of the child, including Children who run away from home or go missing. This may involve telling a child they are worthless/unloved, inadequate or valued only to meet the needs of another. It may include mocking and restricting a child’s views and communications, silencing them, as well as interactions beyond the child’s developmental capability. It may involve seeing or hearing the ill-treatment of another. Overprotection and limitation of exploration and learning and preventing normal social inter-action may also be abuse. Serious bullying including cyber-bullying or banter causing distress or fear or any action of exploitation or corruption is emotional abuse. There is some form of emotional abuse in all cases of child abuse, although it may occur alone.
- Neglect – The child fails to thrive due to lack of emotional and physical provision. A failure to meet a child’s basic physical and /or psychological needs which will likely result in impairment of their health and development is neglect. Neglect can also occur in pregnancy if there is maternal or substance abuse. Once born, it will include any action by a carer which fails to provide adequate food, medical care, warmth or protection from weather and adequate living conditions including exclusion from home or abandonment. Neglect is present if the child is not protected from physical and emotional harm or danger, where there is not adequate provision by a care giver or inadequate access to medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’ basic emotional needs.
- There are also **specific safeguarding issues** such as child sexual exploitation (CSE), female genital mutilation (FGM), domestic violence (DV), honour-based violence (HBV), fabricated or induced illnesses, faith abuse, forced marriage, gang violence, gender-based violence, mental health issues, radicalisation, sexting, teenage relationship abuse and trafficking, Child Criminal Exploitation (CCE) and upskirting.
- **All** staff should have an awareness of safeguarding issues. Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.
- **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 cyberbullying), sexual violence, sexual harassment, sexting and upskirting. Staff must refer on in a case of peer on peer abuse. Additional information regarding peer on peer abuse is in KCSIE 2019. Annex A. Teaching staff are required to read and understand Annex A. **Peer on peer abuse is a child protection issue in educational settings. Staff must be vigilant of this and report on immediately to the DSL.**
- Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the

NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies)
- criminal exploitation of children and vulnerable adults,(County Lines) (Home office guidance) and Annex A
- children missing education (DfE advice for schools) and Annex A
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners) and Annex A
- domestic abuse (Home Office advice) and Annex A
- drugs (DfE and ACPO advice for schools)

- **Abuse is also a failure to prevent when it is known that abuse is taking place.**

Signs to look out for: (this is not a comprehensive list and staff should be aware of anything in a child's behaviour or appearance which raises concern).

- sudden changes in behaviour
- unexplained bruising, injuries or burns
- high anxiety or low self esteem or unreasonable fear of certain people or places
- knowledge of sexual matters beyond what is expected of that age group
- acting out in an inappropriate way, perhaps with toys or other objects
- strong need for affection sometimes expressed in physical terms
- difficulties in trusting people or showing extreme defiance
- fear of medical examinations
- reluctance to change for PE or swimming
- becoming excessively withdrawn/clingy
- drug/alcohol/solvent abuse
- depression
- eating disorders
- outbursts of anger
- secretive
- socially withdrawn
- Extended absences from school or home
- Any mention of cultural practices such as FGM or forced marriage or honour-based violence
- Receiving of gifts or any other signs which could indicated possible grooming or CSE

Child Sexual Exploitation (CSE)

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

Signs to look for are:

- Unexplained gifts/possessions
- Older 'friends'
- Older 'boyfriends'
- Sexually transmitted infections
- Changes in emotional well-being
- Drug/alcohol abuse
- Missing for periods of time from home
- Missing school

Child Criminal Exploitation (CCE)

This relates to where a child is encouraged in a criminal activity often by an organised gang. This will include an illegal drug-running/delivery system such as 'muling'.

Female Genital Mutilation (FGM)

This is a procedure which involves partial or total removal of external female genitalia or injury to these organs. It is illegal in the UK and must be passed on to the police under Section 5B of the FGM Action 2003. Staff have a mandatory duty to report to the police any case of FGM carried out on a girl under 18 years. Staff should NOT examine pupils but refer on where there is suspicion of alleged FGM. They should report this to the DSL and must personally report to the police any cases where they have discovered that a case of FGM has been carried out. They should follow the guidance found at [Mandatory reporting of female genital mutilation procedural information](#).

Staff should also be aware of abuse such as honour-based violence and forced marriage and pass concerns directly to the DSL.

A child missing in education

Going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or

exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Looked after children

If looked after children are in school staff must be aware of their legal status and who the delegated carer is (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead should have details of the child's social worker.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. They should approach the DSL for any aspect they are unsure of.

When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group.

SEN children and use of restraint

When applying disciplinary measures such as restraint or isolation in response to incidents involving children with SEN and disabilities, staff should consider the risks carefully, given the additional vulnerability of the group. To safeguard a pupil or student and others, it may be necessary to use restraint and yet restraint is likely to impact on the well-being of the child. Staff should follow the policy for using restraint and the guidance available on: use-of-reasonable-force-in-schools.

Peer on Peer abuse procedure

If peer on peer abuse is suspected this must be recorded on a Child Protection concern sheet and handed to the DSL. The DSL should examine the evidence and decide if external services or police should be involved. Parents should be informed. If the matter is not of a nature where it requires further reveal it is to be dealt in school by the DSL and the Key Stage Coordinator who will inform the parents and interview the pupils. The victim should be offered support, both pastoral and professional if necessary.

It must be made clear to all pupils that peer abuse is not tolerated, and it can never be passed off as 'banter', 'just having a laugh' or part of growing up.'

Sexting, sexual harassment or any sexual violence, initiation/hazing-type violence and rituals must be dealt with in accordance with sexual abuse procedures and referred to external services or police if necessary. Part 5 of KCSIE applies and staff must fill in a concern about a child sheet if there is any suspicion of sexual abuse.

Promoting awareness

Every new member of staff, including part-timers, temporary, visiting and contract staff working in the school, receives appropriate induction training on their responsibilities in

being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the **DSL** (Mrs Bateman) or the Deputy DSL. They will also be informed of the Whistleblowing Policy, the E-safety Policy, the Anti-bullying Policy, the Social Media Policy and Part 1 of KCSIE 2019. Training in safeguarding/child protection is an important part of the induction process.

Safeguarding/child protection training is also given to new governors and volunteers. All staff attend regular refresher training in line with advice from the school's (Wiltshire) SVPP with the DSL receiving training every two years. Training includes a review of the school's Safeguarding Policy including the Standards for Teachers Policy (staff code of conduct/behaviour), the identity of the DSL and a copy of Part 1 of KCSIE 2019. Training also promotes staff awareness of child sexual exploitation, forced marriage and female genital mutilation, CSE and CCE. Staff are made aware of the signs, symptoms and indicators of such practices and are required to act without delay if such a practice is suspected. They are trained on both the reporting and disclosure procedure, which they should follow. Staff are trained on extra precautions to be taken for residential trips. All staff sign to say they have read and understood all the Safeguarding policies as well as KCSIE Part 1 2019. Teaching staff are expected to include Annex A and H of KCSIE Part 1 2019. They also receive Prevent training.

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our behaviour policy and in enforcing our anti-bullying policy. (See Annex D).

Time is allocated in PSHCE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. PSHCE covers safeguarding topics such as cyberbullying, sexting, radicalisation, substance abuse, emotional and gender abuse as well as relationship abuse. Online safety is taught in ICT lessons. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

All pupils know that there are adults to whom they can turn to if they are worried, including the school **Designated Safeguarding Lead** and the first aid trained staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- All pupils have access to a telephone helpline enabling them to call for support. ChildLine is an assembly topic and the phone number for ChildLine is displayed in school.
- We provide leadership training to our Head Pupils, which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.

- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the school's anti-bullying and e-safety policy.

This policy is subject to annual review according to a timetabled programme as part of the safeguarding policy review.

ANNEX B - CHILD PROTECTION PROCEDURES

All staff have a duty to keep young people safe and to protect them from physical and emotional harm.

If any member of staff sees any signs of abuse on a pupil or has suspicions that abuse has taken place, the **Designated Safeguarding Lead**, Mrs Mandy Bateman, must be informed or in the case of a pupil in EYFS to Mr Terence Ayres. The designated person will discuss the matter with the Safeguarding Governor and the appropriate action will be taken.

If the designated person is unavailable, the Deputy DSL must be informed.

How to respond if a child confides in you

It can take a great deal of courage for a child to talk to an adult about his/her abuse because the child is 'telling' on someone more powerful than the child is. Therefore, this should be kept in mind: the child may be having to betray a person who is not only close but also loved by the child and the child is risking a great deal in the hope that you will believe what the he/she says. Historical abuse (abuse that has happened sometime in the past) must be treated the same way as current child abuse.

Helpful responses

- Do not promise confidentiality to a child, - explain you may have to tell someone
- Remain calm, approachable and receptive. Do not pre-judge.
- Listen carefully, without interrupting.
- Make it clear that you are taking him/her seriously.
- Acknowledge his/her courage and good sense and reassure the child that he/she was right to tell you.
- Reassure that he/she should not feel guilty and that you are sorry that this has happened to him/her.
- Let him/her know that you are going to do everything you can to help and what may happen as a result of the disclosure.
- **Nothing must be done that may jeopardise a policy investigation such as asking a child leading questions or attempt to investigate the allegations of abuse. Therefore, do not ask leading questions or seek to investigate the matter yourself.**

What to do next

- You must make an immediate, careful record of what has been said, using the child's actual words wherever possible (not your interpretation of them). If you record opinions, ensure that these cannot be confused with facts.
- If there are signs of physical injuries on visible parts of the body these should be recorded on an appropriate body chart indicating the type of injury (bruising, burn etc.) and the location of the injury(s). A copy of a body chart is found as **Annex E** in this policy.
- Immediately contact the designated person for **safeguarding**. Mrs Bateman or Mr Ayres will make a decision based on your report, judging whether the issue should be referred to outside agencies or not. In the absence of the designated person for **safeguarding** the Safeguarding Governor should be informed. When deciding whether to make a referral, following an allegation or suspicion of abuse, the

Designated Safeguarding Lead should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with MASH or the DOfA. This may be done on a no names basis in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation.

- Record in writing, the fact that you have reported the situation to the **Designated Safeguarding Lead**; this is for your own protection, use the form supplied in EYFS if appropriate.
- Remain caring and supportive to the child.

It might happen that you become worried about a child's behaviour or injuries, but the child says nothing to suggest that he/she is being abused.

What do you do?

- Be the sort of person a child can talk to.
- Be available and be prepared to listen.
- Discuss your concerns with the **Designated Safeguarding Lead**.
- Do not rely on someone else to take action.

What to avoid

If a disclosure is made to you:

- do not allow your shock or distaste to show
- do not probe for more information than is offered. You must not question the child or attempt to counsel the child
- do not speculate or make assumptions
- do not make negative comments about the alleged abuser
- do not make any promises that you cannot keep, such as promising that 'everything will be all right'
- do not agree to keep the information a secret, make sure that the child knows that the information will be passed on to Mrs Bateman or Mr Ayres.
- Where a staff member feels unable to raise an issue or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
 - General guidance can be found at: Advice on whistleblowing.
 - The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 - line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

Allegations made against another member of staff (employed or voluntary)

The policy on "Allegations of Abuse against a member of staff" and the "Whistleblowing policy" should be consulted along with the information below.

In the event of any member of staff or volunteer suspecting another member of staff or volunteer of child abuse, the matter should be reported to the Headmaster. Reporting such suspicions should be done as soon as possible. The DOfA will be consulted as soon as possible and certainly within 24 hours.

In the event of the Headmaster being suspected of child abuse the matter should be reported directly, and in confidence, to the Chair of Governors who must pass of the matter within 24 hours to the DOfA.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal, of a member of teaching staff, the school will consider making a referral to the Teacher Regulation Agency (TRA) and a prohibition order may be appropriate, because that teacher has displayed unacceptable professional conduct. The school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

We follow Disclosure and Barring Services (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. The school will report to the DBS, within one month of leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Your role is to:

- be vigilant and responsible
- report accurately and carefully to the **Designated Safeguarding Lead**.
- support the child by being caring.
- pass all records concerning the incident to Mrs Bateman or Mr Ayres.

If your concerns persist and Mrs Bateman or Mr Ayres do not act on your concern you must go above them to the appropriate agency, but you need to inform the Headmaster and DSL that you will be doing this before you contact the agency. See Flowchart at Annex B.

THERE IS NO MORE TO YOUR ROLE

External Agency Contact Information

Local authority numbers – See Flowchart, Annex B

OFSTED Safeguarding Children 08456 404046 (Mon to Fri; 8am to 6pm) Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA Tel: 01325 953795

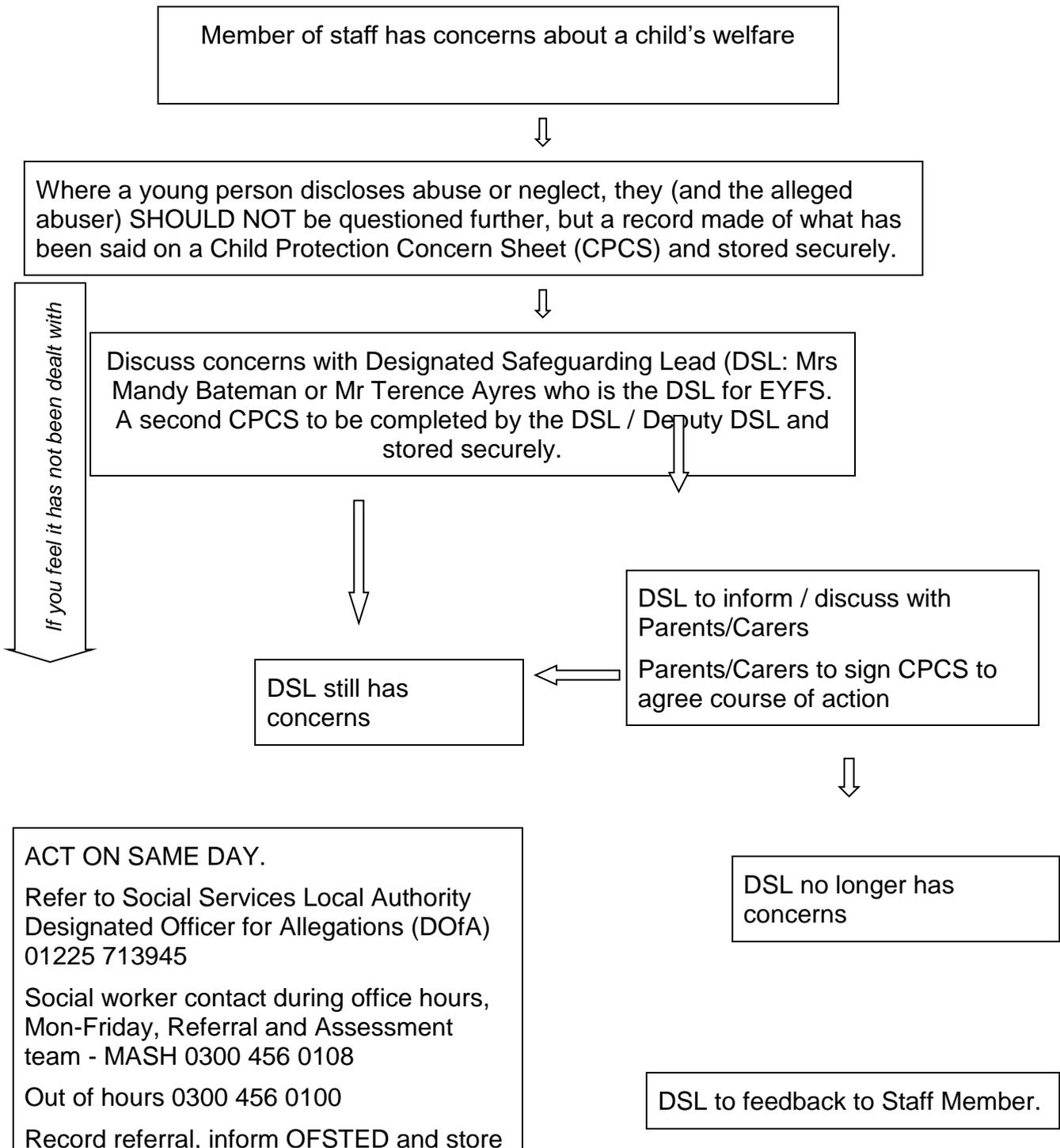
National College for Teaching and Leadership

[Tel: 0345 609 0009]

Annex B

PROCEDURE FLOWCHART

**“WHAT TO DO
if you are worried a child is being abused or neglected”
If a child is missing follow Missing Child Procedure**



securely.

Contact Insurance Company, following their procedures in order to maintain Cover.

Out of hours Emergency Contact Duty Team on 0845 607 0888



DSL takes no further Child Protection action

DSL to decide: Is this a Child in need of other Support?

Consider with Family and relevant Agencies

Telephone referrals should be followed up by writing to the Social Worker within 48 hours. If you have not received Feedback within 3 days, please request this (see "Working Together to Safeguard Children" DfE 06, para 5.32)

Annex C - Avoidance of Allegations of Abuse Policy

Aim

The aim of this policy is to make staff aware of the safety measures they can take to avoid the possibility of allegations of abuse. Inevitably, situations will arise that the policy does not cover, and staff should seek advice from members of the Senior Management Team. Further information on this issue can be found in the *Guidance for Safer Working Practice for the protection of Children and Staff in Education Settings* available from www.teachernet.gov/uk/childprotection.

All teaching staff are required to conform to the teaching standards that have been adopted by the school and are published in the staff handbook.

Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential.

Situations where caution is required

To avoid the possibility of allegations of abuse staff should take a consistent and professional approach to all pupils. They should look for danger signs:

- a pupil demanding more of the teacher's time outside of lessons than is usual
- a pupil sending gifts or notes of a personal nature
- other pupils making remarks about a pupil's feelings for a teacher
- Pupils contacting, or attempting to contact staff on personal email, mobile phone or at home.
- Staff should not give their personal mobile phone numbers or email addresses to pupils
- Staff should not communicate with pupils by text message or personal email
- On trips staff must not enter a pupil's bedroom and be alone with them, nor allow a pupil into their room on their own.

Staff must be aware of the Use of Force to Control or Restrain Pupils Policy.

Staff should:

- not become too involved with a pupil's personal problems
- be sure they follow the school's guidance on confidentiality found in the Safeguarding Policy
- follow the school e-safety policy regarding social networking sites
- report their concerns to the pupil's form teacher or the **Designated Safeguarding Lead** immediately
- make a dated record of any concerns
- be aware of any pupils on the child protection register to enable them to assess the child's needs
- report immediately to a senior member of staff any indications (verbal, written or physical) that suggest a pupil may be infatuated with you, or with a colleague, who will take appropriate action.
- If staff need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system.
- The group leader on all trips and visits involving an overnight stay should take a school mobile phone with him/her and may ask the pupils for their mobile numbers before allowing them out in small, unsupervised groups. The school mobile should be used for any contact with pupils that may be necessary. The group leader will delete any record of pupils' mobile phone numbers at the end of the trip or visit and should ensure that pupils delete any staff numbers that they may have acquired during the trip.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible, the informed and, if appropriate, a copy placed on the pupil's file.

If first aid medical treatment of a more personal nature is required another adult should be present.

Sport, Music, PE

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use

of a particular piece of equipment/instrument or assist them with an exercise. This should only be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Staff in one-to-one situation with pupils

All such meetings/lessons should take place within school time and on the school site.

The meeting/lesson should be in the vicinity of other adults.

A door should have a glazed panel or should remain open and there should be a desk or small table width between the teacher and pupil.

It is inadvisable for a member of staff to give a pupil a lift in his/her own car without parental consent.

Staff should not take inappropriate photographs or send personal texts/e-mails to pupils. Staff should not send personal texts to pupils or communicate via social networking sites with pupils. Staff should use e-mail with pupils for professional purposes only.

What to do if an allegation is made

A member of staff is required to report the matter to the Headmaster. They must not attempt to discuss the matter with the person concerned. As soon as a member of staff is aware that an allegation has been made they are advised to contact their union or seek legal advice. The policy on Allegations of Abuse against a member of staff will be followed. The policy follows the statutory guidance from the Department for Education from KCSIE 2019 part 4

This policy is subject to annual review according to a timetabled programme as part of safeguarding policy review.

This policy has been approved by the governors.

ANNEX D - ANTI-BULLYING PROCEDURES

If it is suspected/alleged that a pupil is being bullied:

1. The Form Teacher investigates and decides whether there is a problem. If there is no case to answer e.g. untrue/retaliation/misunderstanding etc. record the facts briefly on an Anti-Bullying Procedure Form, sign and date and place in the personal files of all of the pupils involved which are kept in the school office. Inform the Pastoral Co-ordinator.
2. If there is a problem the Form Teacher informs the relevant Key Stage Co-ordinator and discusses the problem with the group or class to try to resolve it. If there is a child protection issue, the DSL must be informed as soon as possible and child protection procedures followed. The Form teacher should aim to keep the matter low key and to rebuild friendships. Advice could be given privately as required to victim to improve own circumstances e.g. try to improve personal hygiene, avoid saying silly things, stop spoiling games or lessons for others, guidance on inappropriate behaviour, how to develop a 'victor' mind-set rather than that of a victim to build confidence and self-esteem. Form teacher to set a time frame for dealing with the matter and inform relevant staff or those concerned of actions. *
3. Form Teacher talks to bully and victim separately. *
4. If the problem persists the Form Teacher and Key Stage Co-ordinator talk to the bully and victim separately. *
5. If bullying continues the Form Teacher informs the parents of bully and victim. The Form Teacher and Key Stage Co-ordinator then talk with victim and bully separately. [Parents may wish to be present] The bully is given a time limit in which to improve his/her behaviour. Behaviour is discussed, underlying reasons investigated and pupil possibly given short-term punishment e.g. lunchtime detention to give victim a chance to regain confidence and integrate with other pupils. The punishment must be recorded on **Day Book**.*
6. If the problem continues a formal meeting is arranged with the Key Stage Co-ordinator and/or Form Teacher, parents and bully. The aim continues to be to curb bullying but with a warning of the serious consequences if it does not stop i.e. suspension or expulsion. A decision is reached on punishment/next step. *
7. If persistent bullying occurs, after warnings, the Head will meet with parents and bully and decide further action. Pupil may be put on probation, suspended or expelled. *

8. In the event of disclosure about pupil on pupil abuse, where there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' any such abuse will be referred to local agencies. All children involved, whether perpetrator or victim, are treated as being "at risk".

[*Record facts on Anti-Bullying Report Form, kept in pupils' personal files in the School Office, remembering to sign and date entry.]

Concern Form Part A

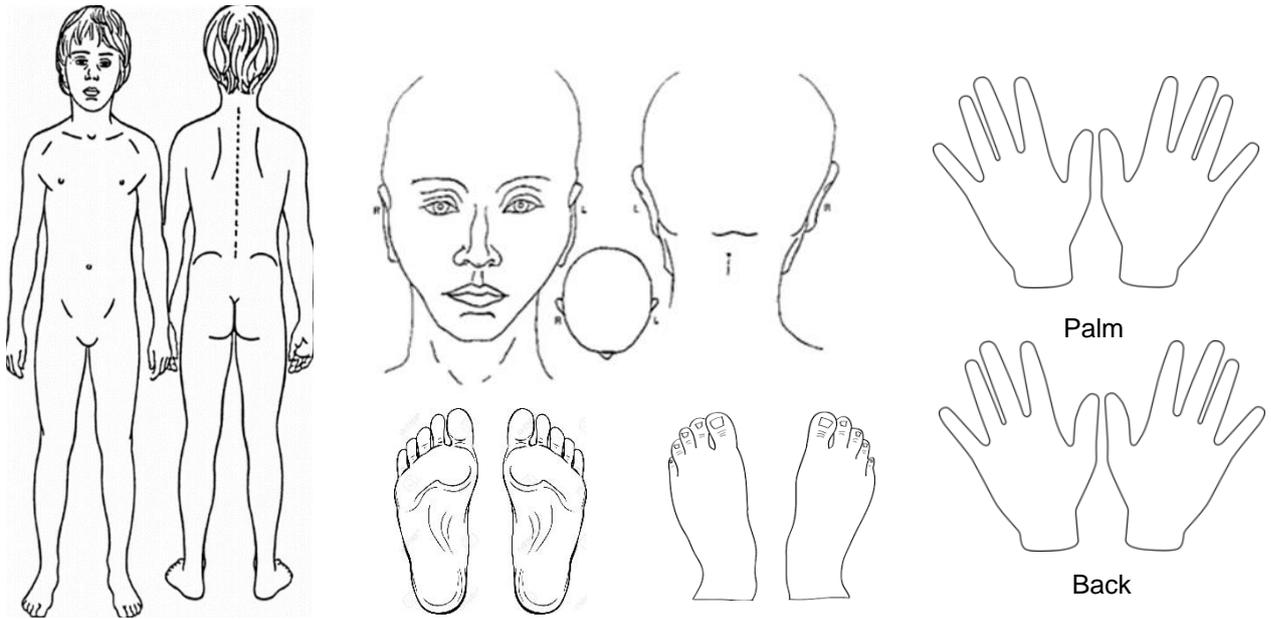
Part A is to be completed by the adult who first has a concern
and reported to the Designated Safeguarding Lead (DSL) without delay

The DSL will complete **Part B**

Child's name			
Date of birth			
Address			
Name of member of staff reporting the concern	PLEASE PRINT		
	Signature		
Role			
Date DD/MM/YYYY		Time	

Concern- Use the body- map below to show any marks or injuries.		
Additional form used?	Yes / No	Page of

Children must not be undressed or photographs taken of any marks or injuries



Concern Form Part B

To be completed by the school's Designated Safeguarding Lead (D/DSL)

Child's status with Early Help or Children's Social Care. Tick and add name where known at time of initial report.				
None	CAF	Child in Need	Child Protection Plan	Previous social care involvement
Name of allocated worker				

Name of D/DSL reviewing the concern		
Name of person taking actions	Actions - include whether concerns were shared with parents/carers, MASH and if not outline reasons why	Date

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Feedback given to person who raised the concern?		Y / N	
Feedback given by		Date	

ANNEX F - Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on a number of agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2015
This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Specific safeguarding issues – further information and websites

All staff should have an awareness of safeguarding issues, some of which are listed below:

Staff should be aware that behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Last Reviewed: 28/8/2019, Next Review: 2/9/2020 or as required by a change in regulatory legislation.

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 cyberbullying), sexual violence, sexual harassment, upskirting and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in Annex A of KCSIE 2019.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- abuse (DfE advice for practitioners)
- bullying including cyberbullying (DfE advice for headteachers, staff and governing bodies) • criminal exploitation of children and vulnerable adults county lines (Home office guidance) and Annex A
- children missing education (DfE advice for schools) and Annex A
- child missing from home or care (DfE statutory guidance)
- child sexual exploitation advice for practitioners (DfE advice for practitioners) and Annex A
- domestic abuse (Home Draft for consultation)
- fabricated or induced illness (DfE, Department for Health and Home Office statutory guidance)
- faith-based abuse (national action plan)

- female genital mutilation (multi agency statutory guidance) and Annex A female genital mutilation (Home Office advice)
- forced marriage (Foreign and Commonwealth Office and Home Office advice) and Annex A
- gangs and youth violence (Home Office advice)
- gender-based violence/violence against women and girls (Home Office strategy)
gender-based violence/violence against women and girls (Home Office information)
- hate (educate against hate website)
- mental health (DfE advice for schools) • missing children and adults (Home Office strategy)
- private fostering (28 days or more- Children Act 1989- statutory guidance for local authorities)
- preventing radicalisation (Home Office Statutory Prevent guidance) and Annex A
protecting children from radicalisation (DfE Prevent advice for schools)
- relationship abuse (disrespect nobody website)
- sexual violence and sexual harassment between children in schools and colleges (DfE advice for schools and colleges)
- sexting (UK Council for Child Internet Safety advice for schools and colleges)
- trafficking and modern slavery (DfE and Home Office guidance)
- Upskirting Annex A