

SAFEGUARDING & CHILD PROTECTION POLICY

KEY CONTACT DETAILS:

Proprietor: Sam Antrobus - 01249 479070, sam.antrobus@wishford.co.uk

Designated Safeguarding Lead: Gemma Wilson 01892 525837, gemma.wilson@thameadschool.co.uk

Deputy Designated Safeguarding Lead(s): John Agnew, 01892 525837, jagnew@thameadschool.co.uk

Jane Ovenden, 01892 525837, jane.ovenden@thameadschool.co.uk

SENDCo: Jo Webster, 01892 525837, jwebster@thameadschool.co.uk

Advice is that now all contacts should be centralised for easy reference so take from all other parts of the policy and include here the following or similar depending on your area:

The Frontdoor

<https://www.kscb.org.uk/guidance/kent-support-levels-guidance>

Out of hours duty service: 03000419191

County D.O (LADO): 03000410888, kentchildrenslado@kent.gov.uk

Police non-emergency point of contact: 101

Kent Police Crescent Road, Tunbridge Wells, TN1 2LU, 01892 690690

SO15 Counter Terrorism Intelligence Officer: Dept for Education Due Diligence & Counter Extremism Group: **020 7340 7264**

Prevent Engagement Officer: Nick Wilkinson, Nick.Wilkinson@kent.gov.uk

NSPCC: for concerns about a child 0800 800 5000

Childline Helpline for those under 18 and under: 0800 1111

Samaritans: 116 123

Whistleblowing (for staff who do not feel able to raise concerns regarding child protection failures internally) help@nspcc.org.uk 0800 028 0285 (8am - 8pm)

OFSTED (Safeguarding children) - 08456 404046/0300 123 3155 (Mon - Fri 8am - 6pm)
whistleblowing@ofsted.gov.uk

Disclosure and Barring Service - PO Box 181 Darlington DL1 9FA 01235 953795

Teaching Regulation Agency (TRA) 020 7593 5393 misconduct.teacher@education.gov.uk

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STATEMENT OF INTENT

To include the whole school including the Early Years Foundation Stage (EYFS)

The principles embedded in this policy link into other policies relating to EYFS, Health and Safety, PHSEE, Relationship Education, Relationships and Sex Education (RSE), Anti-Bullying (Child Sexual Exploitation), Behaviour and Discipline, Equal Opportunities, Special Educational Needs and Disabilities, Confidentiality, Attendance and children missing education, First Aid, Substance Misuse (including drugs and alcohol) , Racism and Homophobia, (including combating extremism, promoting British values, Female Genital Mutilation (FGM)) Educational visits, E-Safety, Attendance, Staff Code of Conduct, Whistleblowing, Safer Recruitment , Safer Working Practices and more.

The safety, welfare and best interests of all our pupils are our highest priority. Our primary concern is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety and we can act in their best interests. This policy sets out how the proprietor is carrying out his statutory responsibility to safeguard and promote the welfare of children in accordance with and regard to any guidance issued by the Secretary of State contained in:

‘Keeping Children Safe in Education September 2019 (KCSIE)

(KCSIE) incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2006)

KCSIE also refers to the non-statutory advice for practitioners: What to do if you’re worried a child is being abused - advice for practitioners (March 2015)

‘Working Together to Safeguard Children’, (July 2018) (WT)

WT refers to the non-statutory advice: Information sharing (July 2018)

Prevent Duty Guidance March 2016, as well as section 175/157 of the Education Act 2002 and other relevant legislation and guidance.

Sexual Violence and Sexual Harassment between children in schools and colleges (December 2017) (updated DfE guidance)

The use of school media for on-line radicalisation (July 2015)

It is supplemented by the detailed procedures of the Local Safeguarding Children Board (LSCB) and the requirements of the Teacher Standards. This policy is applicable to the whole school community, including all staff, teaching and non-teaching, trustees, volunteers, temporary and non-temporary supply/visiting staff working in the school and all pupils, including those pupils in the Early Years Foundation Stage (EYFS). In all matters relating to child protection the school will follow the procedures laid down by our own LSCB (or where appropriate the relevant child's).

Safeguarding and promoting the welfare of pupils is defined for the purpose of this policy as:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care: and
- Taking action to enable all children to have the best outcomes.

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and in most cases multiple issues will overlap. Behaviours linked to drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Aims:

- To ensure that all necessary internal and inter-agency child protection procedures are in place as required when children may be suffering or at risk of “significant harm”

- To outline the links with and the work of the three safeguarding partners
- To give guidance to staff to ensure best practice (For guidance on the language of safeguarding see Annex E)
- To demonstrate the links with other relevant policies to safeguard the general welfare of children
- To provide a clear statement of the school's responsibility in the event of a concern about the conduct of a member of staff
- To identify key individuals and their specific roles

Principles

- The Proprietor will appoint a senior board level lead to take leadership and responsibility for the school's safeguarding arrangements
- This school recognises its responsibility to protect and safeguard the welfare of the children and young people entrusted to its care by establishing a safe and trusting environment in which children can learn and develop.
- The staff and Proprietor of this school are committed to establishing and maintaining an environment where children feel secure, are encouraged to talk and are listened to. We will ensure that children know that there are adults in the school who they can approach if they are worried and that the principles of confidentiality are made clear to children. The school promotes a positive, supportive and secure ethos, giving pupils a sense of being valued.
- We recognise that because of the day to day contact with children, staff in school are well placed to observe the signs of possible abuse and there need to be constantly vigilant.
- It is important for children to receive the right help at the right time and **early help** is key to pupil wellbeing in order to address risks and prevent issues escalating. We must not be guilty of failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to reassess concerns when the situation does not improve, sharing information too slowly and not challenging those who appear not to be taking action.
- This school recognises its responsibility to discuss with social care/Social Services, the Police and the three safeguarding partners any significant concerns about a child which may indicate:
 - Physical abuse
 - Emotional abuse
 - Sexual abuse
 - Neglect
 - Any specific safeguarding issues that manifest themselves via peer on peer abuse (see section 15 and KCSIE para 27, 97 & 98)

See ANNEX B - WHAT IS CHILD ABUSE?

In accordance with Kent LSCB procedures these concerns cannot be kept confidential.

- Staff will be able to contribute to any assessment or meeting about the child held under LSCB and the three safeguarding partners procedures as required.
- This school also recognises its duty to work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the three safeguarding partners, Police, Child and Adolescent Mental Health Services, Education Welfare Service, Education Psychology Service and other agencies/services coming into school to support individual pupils/groups of pupils.

1. TRANSPARENCY

Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting our school. Copies of this policy, together with our other policies relating to issues of child protection, including the staff code of conduct, are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential and encouraged.

2. SAFER EMPLOYMENT/ RECRUITMENT PRACTICES

Our school follows the Government's recommendations for the safer employment and recruitment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations with the aim of creating a safer working environment in school. (It is a requirement to have at least one person specifically trained in Safer Recruitment on every appointment panel). This is intended to deter and identify anyone who may be unsuitable or pose a risk of harm. In addition to carrying out safer recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education 2018', members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, agency staff, volunteers, students on placement and visiting staff, such as musicians and sports coaches are subject to the necessary statutory safeguarding checks before starting work to include where necessary a declaration regarding disqualification from working in childcare. All volunteers and contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate safeguarding checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. These procedures may allow for different levels of background checks according to whether or not the individual is primarily in an unsupervised setting or has only occasional contact with children. Evidence of all these checks (the Single Central Record or Register) will be maintained as required by the current Guidance. References from a senior person with appropriate authority, (including those for internal candidates), will be obtained prior to interview.

In accordance with KCSIE 2019 a section 128 check will be carried out for all persons involved in the governance of the school, because a person subject to line is disqualified from the role.

Visiting Speakers are researched on the internet before the event and a copy of their speech is requested to ensure the content is appropriate. They are asked to produce ID when arriving at school and supervised on site at all times. A visiting speakers' log will be maintained.

The Head's monthly report to the Proprietor includes an update on safeguarding and a safeguarding committee, including the Proprietor, or a member of the Wishford Directors appointed by the Proprietor will meet once per term to review all aspects of safeguarding including policies and procedures. Once a year, in the Autumn term, the governance of the school will receive and review the Annual Safeguarding Review and discuss the contents and review the role of the DSL. The school's recruitment process operates in line with the Recruitment Policy, which is reviewed annually or when required by changes in legislation. Please refer to the school's Safer Recruitment Policy for further details.

Regulated Activity

The full definition is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012 and in HM Government a [Factual Note on Regulated Activity in relation to Children scope](#).

Regulated activity includes:

- a) teaching, training, instructing, caring for (see © below) or supervising children if the person is unsupervised, or providing advice or guidance on physical, emotional or educational well-being, or driving a vehicle only for children.
- b) work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers.

Work under (a) or (b) is regulated activity only if done regularly. Some activities are always regulated activities, regardless of frequency or whether they are supervised or not. This includes:

- c) relevant personal care, or health care provided by or provided under the supervision of a health care professional:
 - personal care includes helping a child with eating and drinking for reasons of illness or disability or in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
 - health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

3. RAISING AWARENESS

Sam Antrobus (01249 479070, sam.antrobus@wishford.co.uk), Proprietor is the Proprietor and Nominated Director whose role it is to ensure that safeguarding is always a priority by:

- Championing child protection issues within the school and liaising with the Designated Safeguarding Lead and the Headteacher and offering challenge if necessary
- Ensuring the Safeguarding and Child Protection policy is checked for impact and reviewed annually accordingly
- Auditing safeguarding measures annually alongside the Designated Safeguarding Lead and the Headteacher in conjunction with the requirements of the LSCB and reporting back to the Board of Directors
- Ensuring that all Board Members understand and comply with their statutory duty to provide the services of the school in a way that safeguards and promotes the welfare of pupils
- To meet with the school's Safeguarding Committee and to keep fully up-to-date with the school's child protection cases, policy, procedures, training and curriculum and to advise on all where necessary. At times this will be delegated to Jenny Burrett (Director of Strategy & Education for Wishford Schools) and/or Paul Easterbrook (Director of Education & Compliance for Wishford Schools)
- To approve amendments as required to safeguarding arrangements in the light of changing regulations or recommended best practice including at least an annual review of this policy.

Allegations of abuse which become known to staff, volunteers, pupils and visitors should be immediately reported to the Designated Safeguarding Lead or deputy, following the procedures detailed in paragraphs 10, 11 & 12. All allegations made will be treated seriously and the Social Services Referral Team or the Local Authority Designated Officer will be informed. It must be noted that in exceptional circumstances any staff member may make a referral to Social Care if they feel that it is necessary to keep that child safe from significant harm.

All safeguarding concerns or disclosures must be discussed with one of the Safeguarding Officers.

The diagram below indicates what action should be taken and who should take it where there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral** and everyone has a responsibility to know how to.

Local Safeguarding Children Board details:

Tunbridge Wells: 03000416200

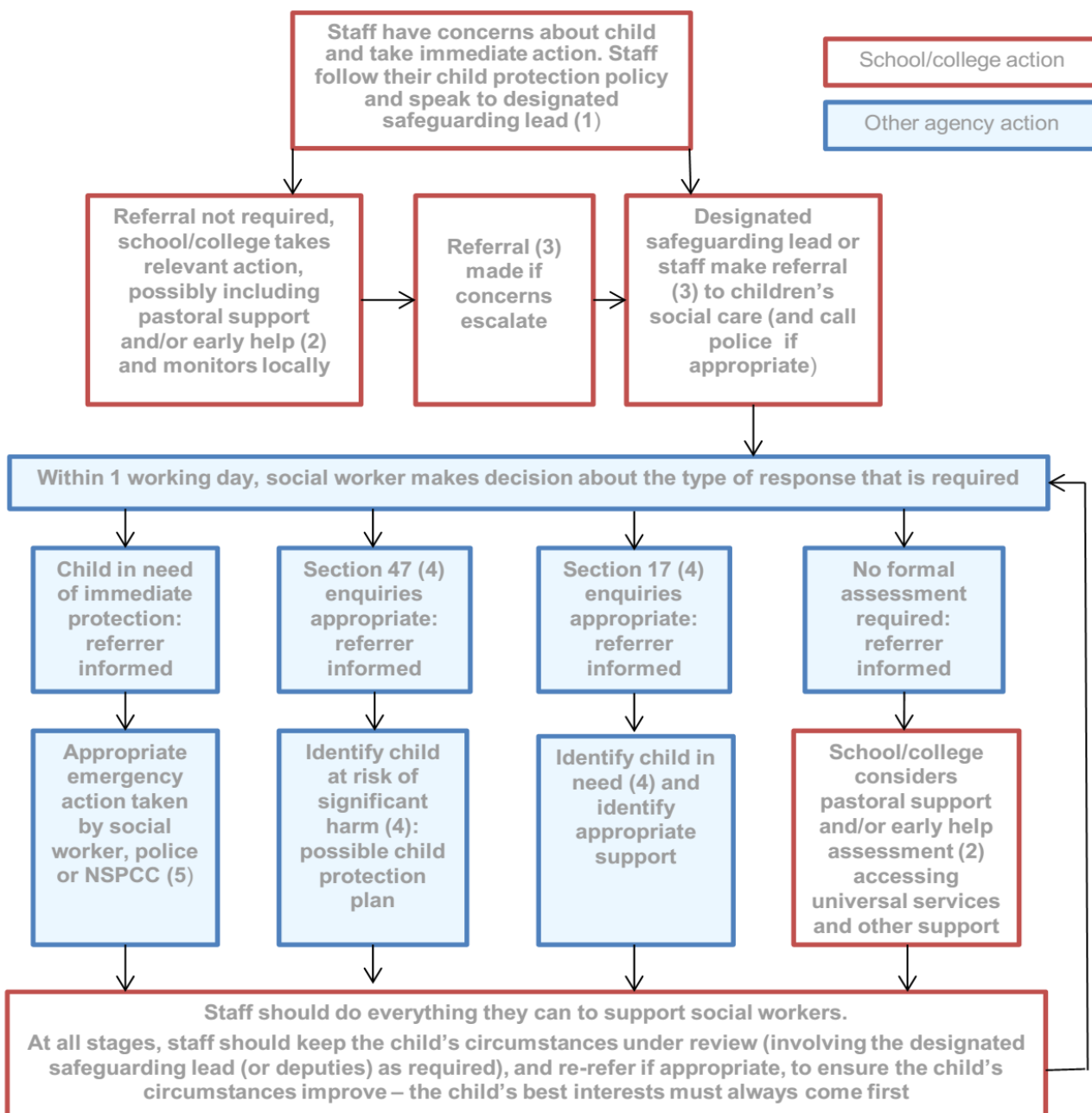
The Front Door : 0300041111

<https://www.kscb.org.uk/guidance/kent-support-levels-guidance>

Out of Hours: 03000419191

Actions where there are concerns about a child.

The flow chart on the next page shows staff which actions to follow if required.



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, 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. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

4. DESIGNATED SAFEGUARDING LEAD

The DSL (and any deputies) should have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The School's Designated Safeguarding Leads are: *(note DSL must be member of senior leadership team or equivalent position of status and authority and there must be sufficient cover for this role. EYFS must also be covered, usually one of the deputies - delete this part when filled in.)*

The dates of their most recent training are:

Gemma Wilson, Deputy Headteacher, DSL: June 2019

John Agnew, Head of Pastoral, Deputy DSL: December 2018

Jane Ovenden, EYFS Teacher, Deputy DSL EYFS: October 2017

Gemma Wilson as DSL is on the Senior Management Team and is the direct link with SMT and is held accountable by the Headmaster and SLT at weekly meetings

John Agnew is Head of Pastoral and is the deputy DSL.

Jane Ovenden is a EYFS teacher and the schools Deputy DSL for EYFS.

Regular meetings (minimum bi-weekly) are held by the Designated Safeguarding Lead in which the whole school is reviewed (including EYFS), recorded and then fed back to SLT by the Deputy Head at SLT meetings or meetings with the Head as appropriate. Safeguarding forms part of the agenda at all staff meetings to enable effective communication as well as staff reporting incidents on an individual basis.

As advised in KCISE (2019) the broad areas of responsibility for the Designated Safeguarding Lead are:

Manage referrals

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required and within one working day
- Be aware that parent consent is not required for referrals to statutory agencies

Work with others

- Act as a point of reference with the three safeguarding partners
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff (especially pastoral support staff, school medical teams, IT technicians and SENDCos) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for staff.

The DSL Gemma Wilson is responsible for the Online Safety of the children on a day to day basis and relays any online safety breaches and filtering issues to the Wishford IT Team. The Wishford IT Team are responsible for our internet safety and use Sisco Meraki group filtering with additional white and black listings. This includes the use of mobile phones and 3G/4G/5G internet that is fully outlined in the Mobile Phone and Camera Policy and ICT Policy.

Undertake training

- The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role, including inter-agency training. This training should be updated at least every two years. The designated safeguarding lead and any Deputies should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action, local authority children's social care referral arrangements.
- Have a working knowledge of how their local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- On induction and at regular periods, ensure each member of staff has access to and understands the school's child protection policy and procedures, the staff behaviour policy, the Behaviour Policy, the safeguarding response to children who go missing from education, the role of the designated safeguarding lead, the work of the three safeguarding partners, LCSB advice including Prevent and online safety, especially new and part time staff; Prevent training extends to all members of staff. All staff will be trained in managing a report of sexual violence and harassment in line with KCSIE 2019.
- Build a culture of 'it could happen here' and are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners
- Are able to keep detailed, accurate, secure written records of concerns and referrals (Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.)
- Understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school. Abuse can be wholly online and can facilitate offline abuse.
- Can recognise the additional risks that children with SEN and disabilities SEND face online, eg from online bullying, grooming and radicalisation and are confident they can support SEND children to stay safe online.
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school child protection policies are known, understood and used appropriately, including awareness of the DSL's role, the whistleblowing policy, the early help process and the staff's role in it, their capacity to make referrals to children's social care and why, and what to do if a child tells them they are being abused or neglected;
- Ensure the school child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local LSCB and the three safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding. The DSL should give regular updates to staff as required.
- Child protection file - part of next section
- Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure

transit and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as the DSL and the SENDCo are aware of the content of these files.

- Consider if it is appropriate to share any information with the new school in advance of a child leaving; e.g if it would allow the new school to continue supporting victim/alleged perpetrators of abuse.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable

School’s arrangements for any out of hours/out of term activities availability: (List e.g holiday club, overseas visits, residential trips etc.)

5. MULTI AGENCY AWARENESS

Schools have a pivotal role to play in multi-agency safeguarding arrangements. The Proprietor will ensure that the school contributes to multi-agency work in line with the statutory guidance **Working Together to Safeguard Children** and to ensure the school understands their role in the new safeguarding partner arrangements. The school will work with the three safeguarding partners (the local authority, the clinical commissioning group for the local authority and the chief officer of police in the local authority area) to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The proprietor, the governance of the school, the senior leadership team and especially the DSL will make themselves aware of and follow the new local arrangements.

The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. They will work together with any relevant agencies. (Relevant agencies are those organisations and agencies whose involvement is considered to be required by the partners to safeguard and promote the welfare of children with regard to local need). The school will make itself aware, through the DSL, of the published arrangements of who they will be working with and the expectations placed on any agencies and organisations by the new arrangements.

The three safeguarding partners will make arrangements to allow the school to be fully engaged, involved and included in the new safeguarding arrangements.

<https://www.kscb.org.uk/about-kscb/newarrangements>

The school accepts that if named as a relevant agency, we are under a statutory duty to co-operate with the published arrangements.

We will ensure we understand the local criteria for action and the local protocol for assessment and to ensure they are reflected in our own policies and procedures.

<https://www.kscb.org.uk/guidance/kent-support-levels-guidance>

We shall also be prepared to supply information as requested by the three safeguarding partners.

We shall work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We shall allow access for children’s social care from the host local authority or, where appropriate, a placing local authority, to conduct or consider conducting a section 17 or a section 47 assessment.

6. INFORMATION SHARING

We recognise the importance of information sharing between school and local agencies. We will refer to our arrangements that set out the process and principles for sharing information within the school and the three safeguarding partners, other organisations, agencies and practitioners as required. We

will always be aware of the Data Protection Act 2018 and the GDPR duties and process personal information fairly and lawfully and to keep the information safe and secure. We appreciate that the Data Protection Act 2018 and GDPR do not prevent or limit. The sharing of information for the purposes of keeping children safe. Fear about sharing information **MUST NOT** be allowed to stand in the way of promoting the welfare and safety of children.

7. INDUCTION AND TRAINING

All staff are recruited in accordance with the recruitment policy. (See separate policy)

The Proprietor will ensure that all staff, both teaching and non-teaching, receive appropriate induction and regular training to equip them to carry out their responsibilities for child protection effectively, as prescribed in government Guidance and in accordance with the expectations of the LSCB and the three safeguarding partners. All staff will receive the policies listed below before they commence work and will record they have read them and discussed them with the DSL

The proprietor also ensures that everyone attends regular training in accordance with KCSIE guidance and receives regular updates with the designated persons receiving training every year. Training in safeguarding is an important part of the induction process. Training for all new staff includes:

- a review of the school's Safeguarding and Child Protection Policy and Compliance guidance;
- the identity of the DSL;
- a copy of Part 1 of KCSIE including KCSIE Annex A (leaders and those who work directly with children);
- the Behaviour Policy;
- The staff code of conduct;
- acceptable use of IT including staff/pupil relationships and online safety; Please refer to the Mobile Technology Policy.
- Prevent training that extends to all staff
- How to manage a report on sexual violence and sexual harassment
- acceptable use of communications and media.
- Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action without delay if such a practice is suspected.
- The safeguarding response to children who go missing from education.

All staff sign to say that they have read and understood KCSIE Part 1 including Annex A and the school's Safeguarding and Child Protection policy at regular intervals or when new guidance is issued. All existing staff complete an annual update regarding their personal circumstances.(See also Induction of New Staff Policy)

Educating Children About Safeguarding - please also see PSHEE Policy and ONLINE SAFETY in Wishford IT policy

We raise the awareness of children and equip them with the skills and knowledge needed to keep safe by including opportunities for educating children exist by covering relevant issues through Relationships Education and Relationships and Sex Education (formerly Sex and Relationships Education) and/or through Personal, Social, Health and Economic (PSHE) education. We acknowledge that the Government has made regulations which make the subjects of Relationships Education (for all primary schools) and Relationships and Sex Education (for all secondary schools) mandatory from September 2020.

the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We also ensure that children know that there are adults in the school whom they can approach if they have a concern.

The PSHEE curriculum also covers staying safe on line, cyber and homophobic bullying and teaches pupils about the risk of radicalisation. The school has a robust IT filtering system to ensure that only appropriate content can be viewed online. The Wishford IT Team are responsible for our internet safety and use Sisco Meraki group filtering with additional white and black listings.

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved

in activities which are inappropriate, or possibly illegal through social networking sites etc including 'cyber-bullying'. Online safety is a whole school issue. Guidance outlining how schools can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements can be found at - [Teaching online safety in school](#) on the DfE website. UKCIS - [Education for a connected world framework](#). PSHE association provides guidance at www.pshe-association.org.uk. Parent Zone and Google have developed [Be Internet Legends](#) with accredited lesson plans and teaching resources for KS 2 pupils.

Staff at this school have a major responsibility to educate our students in the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies. It is also important to include parents as much as possible in this process given that children often have access to computers at home.

Photos and cameras

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place.

To protect all pupils, including those in EYFS, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use pupils full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared
- store images appropriately, securely and for no longer than necessary
- only use school equipment, i.e. not personal devices
- encourage pupils to tell us if they are worried about any photographs that are taken of them

In the EYFS personal cameras and phones will be locked away during the day.

8. EARLY HELP

All staff should be prepared to identify children who might benefit from early help and we are particularly alert for a child who:

- Is disabled and has specific additional needs;
- has special educational needs (even if there is no EHCP);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour;
- is frequently missing or goes missing from care or home;
- is misusing drugs or alcohol;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child such as substance abuse, adult mental health issues or domestic abuse;
- has returned home from care;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

Identifying Safeguarding concerns or immediate danger or risk of harm is a priority and immediate referral of any concerns will be made to the DSL.

9. CHILDREN IN NEED/PROVIDING SUPPORT

- The school will support pupils in accordance with his/her agreed child protection plan as required. The school will notify any concerns or changes about a child who has a child protection plan or is known to have an allocated social worker to the child's social worker or in her/his absence the manager or a duty officer in the team. The school will co-operate with other agencies and the LSCB advice to act in the best interests of the child.
- We recognise that children who are abused or who witness violence may experience difficulties which impact on their 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 provide support by:

- ensuring that the curriculum and ethos of the school support the child
- providing sufficient resources and time with regards to safeguarding and releasing staff in order that they can participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings)
- ensuring that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored
- including specific training to understand the particular safeguarding risks of looked after children during bi-annual school-based safeguarding training

The designated teacher for promoting the educational achievement of children who are in need, including looked after children is (NAME).

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Some groups such as SEN can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs as they can be more prone to peer group isolation than other children
- young carers
- looked After Children
- previously looked after children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers

- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc
- live transient lifestyles
- LGBT (lesbian gay bisexual transgender)
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including female genital mutilation (FGM) and forced marriage

This list provides examples of additional vulnerable groups and is not exhaustive.

Statutory Guidance: [Promoting the education of looked after children.](#)

10. PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

This procedure applies in the case of abuse alleged or suspected to have been carried out by a parent or relative or other person outside the school and also in the case of abuse by one pupil against another.

In the case of abuse alleged or suspected to have been carried out by a member of staff or volunteer, the procedure set out in section 11(Procedure for Responding to Allegations against Staff) should be followed.

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care. Staff members are alerted to the particular potential vulnerabilities of looked after children.

Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report immediately instances of actual or suspected child abuse or neglect to the DSL. This includes alleged abuse by one or more pupils against another pupil. In the event of pupil on pupil abuse all children involved, whether perpetrator/s or victim/s will be treated as being 'at risk'. Consideration must be given to 'significant harm' or thresholds as described by the LSCB and in addition to the DSL, the Head and the LADO **must** be advised. Where the allegation(s) concern the DSL the staff member should report to the Proprietor and/or direct to the school's local authority (see below or Annex A).

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the DSL will initiate inter-agency assessment using local processes.

External Agency Contact Information

Local Safeguarding Children Board details:

Kent County Council, Head office Room 2.30 Sessions House, County Hall, Maidstone, ME141XQ

Head of Service: Claire Ray, 03000415788

Tunbridge Wells: 03000412284

If a child is in imminent harm call

Integrated Front Door: 03000411111

Out of Office 03000419191

Police Emergency - 999

Police Non-Emergency - 101

OFSTED Safeguarding Children: 08456 404046 (Monday to Friday from 8am to 6pm)
Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service: PO Box 181, Darlington, DL1 9FA. 01325 953795

Teacher Regulation Agency : misconduct.teacher@education.gov.uk 020 7593 5393. General enquiries
0370 000 2288

11. PROCEDURES FOR DEALING WITH ALL DISCLOSURES/ALLEGATIONS OF ABUSE

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people in positions of responsibility.

The member of staff should make and submit an accurate written record preferably using the 'Record of Concerns Form' (Annex D) and inform the DSL immediately so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. If it is suspected that a crime has been committed the matter will be referred to the police from the outset by the DSL. If this isn't believed to be the case, The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform Ofsted if appropriate. In relation to our nursery/EYFS setting, the school will inform Ofsted within 14 days of any allegations of serious harm or abuse by any person 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 these allegations.

12. PROCEDURE FOR RESPONDING TO ALLEGATIONS AGAINST STAFF

Allegations of abuse may be made against a member of staff, the Head, a volunteer, a pupil, parent or other person connected to the school.

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of KCSIE. If an allegation is made against a member of staff there is an obvious need to act immediately and with utmost discretion.

The child and/or alleged abuser SHOULD NOT be questioned but a record made of what has been reported. The informant should be told that the matter will be referred in confidence to the appropriate people.

The written record must be passed immediately to the DSL and/or the Head, unless he/she is implicated, in which case the allegations must be brought to the Proprietor. In the event that an allegation implicates the Head, the written record should be brought to the immediate attention of the Proprietor without the Head being informed.

If neither the Head nor Designated Safeguarding Lead or Deputy Designated Safeguarding Lead are contactable then the allegation should be brought to the attention of the Proprietor.

The Designated Safeguarding Lead, Deputy Safeguarding Lead (or Proprietor, as appropriate) immediately inform the Local Authority Designated Officer ("LADO").

If it is decided that an investigation is called for, it is the responsibility of the LADO to arrange a meeting to discuss how the next steps are handled.

The arrangements agreed upon will include informing the parents and seeking their consent for any immediate medical examination if necessary.

The member of staff against whom an allegation has been made would normally be informed as soon as possible after the result of the initial investigation is known, or the decision is made to dispense with one, but not invited to make a response. There should be a warning that anything said will be recorded.

If it is established that the allegation is not well founded, either on the basis of the medical evidence or further statements, then the person against whom the complaint has been made would normally be informed that the matter is closed. The complainant and the parents would also need to be informed of this.

If the Police decide to take the case further and the allegation is against a member of staff, he/she would normally be suspended or, where the circumstances are considered to warrant it, dismissed.

If the abuse is alleged or suspected to have been carried out by a pupil the above procedures will be followed, but in addition the Head must be immediately informed. The Head will follow the procedures set out in the Anti-Bullying Policy and, where appropriate, take advice from the Social Services team in determining what action to take.

The DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within one working day.

Borderline cases will be discussed with the Local Designated Officer (LADO) without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meet the relevant threshold. The LADO and DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.

If the LADO or any of the statutory safeguarding authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the Disciplinary Procedure. During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils. During any external investigation the school will not undertake its own investigations prior to the outcomes of an external investigation

Staff must recognise that all matters relating to child protection and safeguarding are confidential. The DSL will disclose personal information about pupils on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. This confidentiality restrictions involving staff must apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

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 TRA (Teachers' Regulation Authority) and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession in to disrepute or a conviction at any time for a relevant offence).

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 promptly to the DBS, any staff 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. The following definitions should be used when determining and recording the outcomes of allegation investigations:

- Substantiated
- Malicious (if this is found to be the case, no records will be kept on file)
- False

- Unsubstantiated
- Unfounded (this is the new category to reflect cases where there is no evidence or proper basis which supports the allegation)

In all circumstances (other than malicious) a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

At the conclusion of any case we will review our procedures to determine whether there are any improvements or changes to be made.

In the event of the Designated Safeguarding Lead not being in school for any reason, any member of staff who has concerns about any child should contact the Deputy Safeguarding Lead. The Designated Safeguarding Lead should be informed as soon as possible. If he/she is unavailable the Proprietor will take on the Designated Safeguarding Lead's role and will continue to deal with concerns until the Designated Safeguarding Lead returns to School. In the unlikely event of there being no Designated Safeguarding Leads in school, a senior member of staff will be designated as a temporary Safeguarding Officer.

13. PROMOTING AWARENESS FOR KEEPING SAFE

Through the curriculum and pastoral systems, staff will raise pupils' awareness and build their confidence and resilience so that they have a range of contacts and strategies to ensure their own protection and that of others, recognising that pupils need opportunities to develop the skills they need to stay safe from harm. 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, including the dangers of Radicalisation.

Time is allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RS 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. 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 in private.
- Every child has identified teachers to whom they can talk, and knows where to access the telephone numbers of Childline and Samaritans.
- Posters with advice on where pupils can seek help.
- We provide regular lessons to pupils for online 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 policy.
- We cover relevant issues through Relationships Education and Relationships and Sex Education and through Personal, Social, Health and Economic (PSHE) education.

Sharing information or images with other agencies, on the website or in the press

The school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We operate the following policy regarding the use of photographs, to ensure the privacy and safety of children at the school: where a child is named, no photograph of that child is displayed; where a photograph is used which shows a child, no name is displayed and where children are named, only their first names are given.

The school follows a policy of seeking parents' permission before using images which show children on the website or in the local press. The list showing pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No other private information about children is ever published on the website such as surnames or contact details. By observing these points, this school ensures that visitors to the website cannot link images of children to names of children. When choosing photographs for the website, we are mindful of the way children may appear in them, and will not include images which are in any way inappropriate.

Online Safety - through the PSHEE curriculum and the Computer Science schemes of work the school educates pupils how to stay safe online, the DSL and the PSHEE coordinator are responsible for this.

See also Section 7 of the policy.

14. 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 a position of trust in relation to the young people in their care which they have a public duty to maintain by keeping them safe. 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.

15. ACTION IF A PUPIL IS MISSING FROM EDUCATION, HOME OR CARE

All children are entitled to a full-time education. This school has in place the means to monitor potential safeguarding risks through its checking and administration procedures.

All pupils are placed on both the Admissions and Attendance Register.

Attendance is checked twice per day and an explanation for any absence is sought immediately.

The local authority is informed straightaway if a pupil is going to be deleted from the Admissions Register where they:

- have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system ie home education
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
- have been certified by the school medical officer, or their doctor, as unlikely to be in a fit state of health to attend school before ceasing to be of the school's leaving age
- have been permanently excluded

A record is kept by the school of any instances in which a pupil is missing from school without satisfactory permission and documentation, including the action taken and the pupil's explanation. The Local Authority is informed if a child does not attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

NB Please refer also to the school's missing child policy and procedures which also include the requirements for a pupil, or EYFS child in its content.

During the working day:

- first check with the pupil's friends
- check the school office
- check the signing out/in book in the school office and if necessary inform the senior member of staff on duty who will then follow up this information.

Advice can be found in the Government's Children Missing Education, Missing Children and Adults Strategy.

16. EQUAL TREATMENT

We are committed to equal treatment for all pupils regardless of sex, race, special educational needs, disability, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g participation in anti-bullying week and speaking to children about their experiences at lunchtime and play-times.

17. BULLYING INCLUDING CYBERBULLYING AND PEER ON PEER ABUSE

All staff will be aware that safeguarding issues can manifest themselves via peer on peer abuse and it can take different forms. Peer on peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- Sexual violence, such as rape, assault by penetration and sexual assault;
- Sexual harassment such as sexual comments; sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Physical behaviour such as deliberately brushing against someone; or displaying photos of a sexual nature; and online activity
- Sexting (also known as youth produced sexual imagery including sharing of images or video (sexting) or making inappropriate sexual comments;
- Initiation/hazing type violence or rituals.

These will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Bullying is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. All pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education and through assemblies and meetings. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head and the DSL will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed. There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The anti-bullying policy is available on the school website

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancy. Drugs advice

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

Online safety is exceptionally important and will continue to receive a high priority as an issue (see Wishford IT policy), as it is often how issues are facilitated CSE, radicalisation, bullying etc.

Appropriate filters and monitoring are in place, as well as education of staff and pupils. See section on Induction and Training.

Peer on Peer Abuse

All peer on peer abuse will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, and such abusive comments and interactions will not be passed off as 'mere banter', 'just having a laugh' or 'part of growing up'. These issues will be part of PSHE lessons and discussions. Victims will be supported through the school's pastoral system. Any hate crime/incident will be reported through local reporting mechanisms and the legal threshold considered - see Annex B.

Every member of staff, including part-time, temporary, visiting, contract and volunteer staff working in school is required to report immediately any instances of actual or suspected child abuse or neglect to the

DSL. This includes alleged cases of peer on peer abuse. In the event of peer on peer abuse all children involved, whether perpetrator(s) or victim(s) will be treated as being “at risk”. Consideration must be given to “significant harm” or thresholds as described by the LSCB and in addition to the DSL, the Head and the LADO must be advised. Where the allegations concern the DSL, the member of staff should report to the proprietor and/or direct to the school’s local authority (see below or Annex B).

Where there is reasonable cause to suspect a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made within 24 hours of the safeguarding issue being raised. For children in need of additional support from one or more agencies, the DSL will initiate inter-agency assessment using local processes.

Child on child sexual violence and sexual harassment -

Serious Violence:

All staff should be aware of the indicators, which may signal that children are at risk from, or involved with serious violent crime. These may include that children have been approached by, or are involved with, individuals associated with criminal networks or gangs:

- Increased absence from school;
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance;
- Signs of self-harm or a significant change in wellbeing;
- Signs of assault or unexplained injuries;
- Unexplained gifts or new possessions.

Sexual violence and sexual harassment can be between two children or a group of children. All staff should be aware of the associated risks and understand the measures in place to manage any serious violence incidents.

- Both sexes may be affected although girls are more likely to be the victims of sexual violence and boys are more likely to be perpetrators of sexual harassment, this is not always the case. Such peer on peer abuse can be same gender based i.e boys/boys or girls/girls.
- Children with SEND are more likely to be vulnerable.
- Harmful sexual behaviours in children are those which are inappropriate, problematic, abusive and violent.
- When considering harmful sexual behaviour, the ages and developmental stages of the children involved should be considered

All staff will be trained in managing a report on sexual violence both as part of induction and at regular intervals. Reports of this nature are likely to be complex and we will provide a calm, considered and appropriate response to any reports we receive. Any decisions will be made on a case-by-case basis with the DSL taking a leading role and using their professional judgement. All victims must be reassured, taken seriously, supported and kept safe. They will never be given the impression they are causing a problem or made to feel ashamed. The local police will determine how reports should be managed. However, effective safeguarding practice will be followed which includes:

- Not promising confidentiality;
- Making sure the victim understands the next steps;
- Recognising that by disclosing the child has put the teacher in a position of trust;
- Listening carefully and not asking leading questions;
- Making notes (as long as it does not prevent you from remaining engaged with the child) and writing up the report as soon as possible. In cases such as these it might be best to wait until the end and then write it up;
- Only record the facts as presented by the child;
- Being aware of searching, screening, confiscation and sexting advice for schools if the report includes an online element;
- Managing the reports with two members of staff present (1 preferably being the DSL or DDSL);

- Informing the DSL as soon as possible if they cannot be present.

If a report of this nature is made the DSL will make an immediate risk and needs assessment which considers the victim, the alleged perpetrator and all the other children (and if appropriate staff) especially any actions to protect them. Risk assessments will be recorded and kept under review. This risk assessment will not replace the detailed assessments of expert professionals. The DSL will engage with children's social care and specialist services as required.

The wishes of the victim as to how to proceed will be considered as fully as is possible within the confines of this policy and the staff will act in the best interests of the child. The starting point of any report will be that sexual violence and sexual harassment is not acceptable and will not be tolerated.

There are four likely scenarios for us to consider:

1. Manage Internally
2. Early Help
3. Referrals to children's social care
4. Reporting to the police

Wherever possible, the victim, if they wish should be able to continue in their normal routine. Emotional and practical support is provided by Children and Young People's Independent Sexual Violence Advisors (ChISVAs).

Sexting - Although children do not have mobile phones in school, staff will be aware of updated guidance and what can happen outside of school.

References:

UK Council for Child Internet Safety (UKCCIS) *Sexting in Schools and Colleges*.

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

For other key definitions of abuse. See Annex B

18. FEMALE GENITAL MUTILATION (FGM)

Whilst all staff should speak to the DSL (or deputy) with regards any concerns about FGM. There is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 they **must** report this to the police.

19. CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL and deputies, will be considering the context within which incidents and/or behaviours occur. This is known as contextual safeguarding which means the assessment of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. The school will provide as much information as possible as part of the referral process to allow any assessment to consider all available evidence and the full context of any abuse.

20. COMPLAINTS PROCEDURE

Copies of the School's Complaints Procedure can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the School's Complaints Procedure.

21. WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL (or to the Proprietor where the concern relates to the DSL or Head). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the Public Interest Disclosure Act 1998 the member of staff may be entitled to raise a

concern directly with an external body where the circumstances justify it. For more information see our Whistleblowing Policy.

Staff may also raise issues directly with the Wishford team by contacting the Proprietor or anonymously using the Wishford website: www.wishford.co.uk/whistleblowing

If a member of staff has concerns about the proprietor they should discuss this with the DSL, a member of the Wishford Board (Jenny Burrett or Paul Easterbrook) or use one of the external methods below.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.

You must whistleblow on anyone who puts children at risk. It is your duty. Whistleblowing@ofsted.gov.uk
Phone this number: On Duty Referrals 03330 139797

22. TRANSFER OF CHILD PROTECTION RECORDS AND RECORD KEEPING

- Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour), writing down as exactly as possible using the child's own words, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly. Children will not be asked to make a written statement themselves or to sign any records.
- All records of a child protection nature (handwritten or typed) will be given to the Designated Safeguarding Lead for safekeeping. This includes child protection conference minutes and written records of any concerns. Access to any records will be on a 'need to know' basis. All records must be held separately from the main pupil file, and in a secure place.
- When a child who has had a child protection plan leaves the school and/or transfers to another school, the DSL will inform the child's new school immediately and discuss with the child's social worker the transfer of any confidential information the school may hold.
- When pupils transfer between schools or move school part way through an academic year, all information about any past or current child protection concerns will, if possible, be sent confidentially to the DSL of the receiving school. Any records that cannot be passed on will be retained confidentially until at least the child's 25th birthday or as required.

23. OFF-SITE VISITS

Appropriate risk assessments must be in place prior to any off-site visit taking place.

Any overnight visit will explicitly set out sleeping arrangements; the role and responsibility of each adult, whether employed or volunteers; on/off duty arrangements; clear expectations about boundaries and interactions with children/young people; and expectations around smoking/drinking by adult.

Safeguarding concerns or allegations will be responded to following the local procedures. The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

Staff accompanying overnight trips will receive updated safeguarding training before they depart, and will take part in a de-brief meeting with the DSL following their return, so that they may have an opportunity to discuss any safeguarding concerns they may have had or any required changes to safeguarding policy and procedure.

The Educational Trips Policy should be read for further details. As a school we do not undertake exchange visits.

24. MONITORING AND EVALUATION OF THIS POLICY

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

- Proprietor visits to the school
- Senior Management/Leadership Team discussion sessions with children and staff

- Pupil questionnaires
- Frequent scrutiny of attendance data
- Regular analysis of a range of risk assessments
- 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 of the school, such as historical issues, in the provisions made for safeguarding
- Logs of bullying and/or racist behaviour incidents are reviewed regularly by the senior leadership team
- The Head reports on safeguarding monthly to the Proprietor
- A safeguarding committee, including the Proprietor and/or Jenny Burrett (Director of Strategy & Education for Wishford Schools and/or Paul Easterbrook (Director of Education & Compliance for Wishford Schools), meets termly to review all aspects of safeguarding including policies and procedures and receive and discuss the Annual Safeguarding Review.
- Regular review of parental concerns and parental questionnaires

Signed

Head

Date: September 2018

Proprietor

Review date:

THIS POLICY IS REVIEWED ANNUALLY (OR SOONER IF REQUIRED BY CHANGES TO LEGISLATION) BY THE PROPRIETOR AND THE SENIOR MANAGEMENT TEAM.

A COPY OF THIS POLICY IS AVAILABLE ON REQUEST FROM THE SCHOOL OFFICE

ANNEX A - <https://www.kscb.org.uk/guidance/kent-support-levels-guidance>

ANNEX B - WHAT IS CHILD ABUSE? Types, Patterns, Recognitions and indicators of abuse and neglect

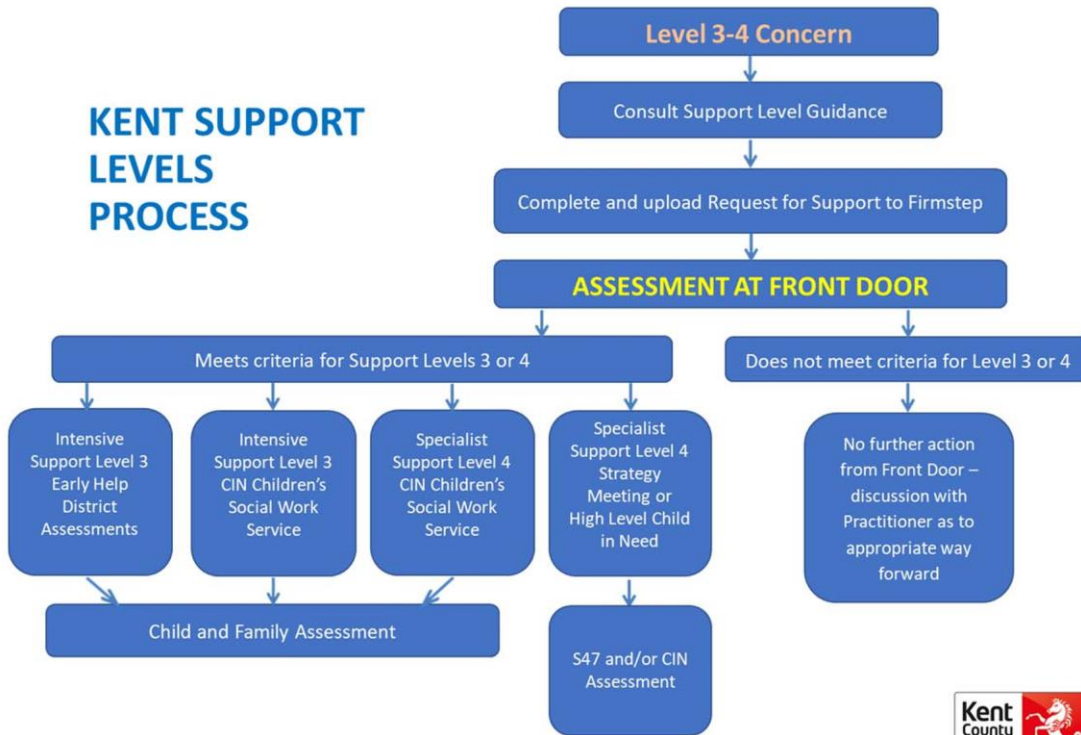
ANNEX C - Staff code of conduct

ANNEX D - Record of concern and body map

ANNEX E - The language of safeguarding and child protection

ANNEX A - LSCB INFORMATION AND FLOW CHART

https://www.kscb.org.uk/_data/assets/pdf_file/0019/88201/Front-Door-Service-flow-chart-process-for-Requests-for-Support.pdf



ANNEX B - WHAT IS CHILD ABUSE?

Types, Patterns, Recognitions and indicators of abuse and neglect

See the following advice - 'What to do if you're worried a child is being abused' -

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

and 'Practitioners Guide to Threshold Criteria for Children in Need and in Need of Protection' -

<http://www.readinglscb.org.uk/information-professionals/threshold-criteria/>

and *Safeguarding Children from Abuse Linked to Belief in Spirit Possession*

<http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/DFES-00465-2007.pdf>

Child abuse can fall within the following categories and may take place wholly online or technically may be used to facilitate offline abuse:

- **Abuse** - a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional community setting by those known to them or more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.
- **Physical Abuse** - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
 - **Fabricated or Induced Illness** - Physical harm caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.
 - **Harm caused by culture, faith and beliefs** - is defined for the purposes of this policy as the belief that an evil force has entered a child and is controlling him. Sometimes the term 'witch' is used and is defined here as the belief that a child is able to use an evil force to harm others. There is also a range of other language that is connected to such abuse. This includes black magic, kindoki, ndoki, the evil eye, djinns, voodoo, obeah, demons, and child sorcerers. In all these cases, genuine beliefs can be held by families, carers, religious leaders, congregations, and the children themselves that evil forces are at work. Families and children can be deeply worried by the evil that they believe is threatening them, and abuse often occurs when an attempt is made to 'exorcise', or 'deliver' the child. Exorcism is defined here as attempting to expel evil spirits from a child. The abuse usually occurs in the household where the child lives. It may also occur in a place of worship where alleged 'diagnosis' and 'exorcism' may take place.
 - **Female Genital Mutilation** - Staff need to be aware of what this is. (FGM) The partial or total removal of external female genitalia, practice in some cultures. Teachers cannot examine, but only raise concerns with the DSL. Guidance can be found here; <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>. Mandatory Reporting of FGM is in place and procedural information can be found here; <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>. If you become aware of a case, legislation requires you to make a report to the police. It is recommended that you make a report orally **by calling the police using the non-emergency number 101**.
- **Sexual Abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see section 17 of the policy)
 - **Child sexual exploitation (CSE)** - involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol,

gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. A fuller definition is included below.

- **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Emotional Abuse** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Further information on Preventing Radicalisation - Protecting children from the risk of radicalisation should be seen as part of school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

For advice and support on extremism contact

<https://www.kscb.org.uk/procedures/extremism-and-radicalisation2>

Further information on the following specific safeguarding issues can be found on the TES website and the NSPCC website. Broad government guidance is also available via the GOV.UK website. There is some brief further information at the end of this Annex B

- Forced Marriage
- Honour-based violence (FBV)
- Domestic Violence
- Gender based violence/violence against women and girls (VAWG)
- Mental health
- Private fostering

- Sexting
- Teenage relationship abuse
- Trafficking
- Gangs

Signs and Symptoms of Child Abuse

These are some of the signs and symptoms and types of behaviour which may indicate that a child is being abused. In themselves they may not be proof of abuse, but they may suggest abuse if a child exhibits several of them or if a pattern emerges. There is a good deal of overlap between the signs and symptoms of the different categories of abuse.

Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Refusal to discuss injuries
- Improbable explanations for injuries
- Untreated injuries or lingering illness not attended to
- Admission of punishment which appears excessive
- Shrinking from physical contact
- Fear of returning home or of parents being contacted
- Fear of undressing
- Fear of medical help
- Aggression, bullying
- Over-compliant behaviour
- Running away
- Significant inexplicable changes in behaviour
- Deterioration of work
- Unexplained pattern of absence, which may serve to hide injuries

Possible signs of Fabricated Illness

- The only person noticing the symptoms is the parent or carer
- Exaggerating or fabricating symptoms to suggest the presence of an illness
- Repeatedly being absent for apparent medical reasons

Possible signs of harm caused by culture, faith or beliefs

- Beating, shaking, burning, cutting, stabbing, semi-strangulation, tying up the child, rubbing chilli peppers or other substances on the child's genitals or eyes or placing chilli peppers or other substances in the child's mouth
- Not allowing the child to eat or share a room with family members or threatening to abandon them
- Telling a child that they are possessed
- Failure to ensure appropriate medical care, supervision, regular school attendance, good hygiene, nourishment, clothing

Possible signs of neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing
- Frequent lateness or non-attendance at school
- Low self-esteem
- Poor social relationships
- Compulsive stealing or scrounging
- Constant tiredness

Possible signs of sexual abuse

- Bruises, scratches or bite marks on the body
- Sexual awareness inappropriate to the child's age - shown, for example, in drawings, vocabulary, games etc.
- Attempts to teach other children about sexual activity
- Refusing to stay with certain people or to go to certain places
- Aggressiveness, anger, anxiety, tearfulness
- Withdrawal from friends

Possible signs of emotional abuse:

- Low self-esteem
- Changes in behaviour
- Withdrawal
- Extreme aggression or passivity
- Air of detachment - 'I don't care'
- Mistrust of adults
- Over-compliance
- Social isolation
- Frequent tummy pains and other pains
- Repression
- Depression
- Self-inflicted injuries
- Running away
- Reluctance to go home
- High level of attention-seeking behaviour
- Flinching from contact
- Sudden speech disorders

Possible signs of bullying: (These signs must be investigated and are deemed unacceptable. Their legal threshold must be understood and the position of vulnerable children, including those with SEN/D, acted upon in accordance with this policy and local authority guidelines.)

- Physical pushing, kicking, hitting and punching

- Verbal name calling, sarcasm, spreading rumours, humiliation and continuous ignoring of individuals
- Racial taunts, taunts to pupils with SEND, graffiti and gestures
- Sexual and abusive comments and unwanted physical contact
- Abusive telephone calls, text messages or e-mails
- Banter which is threatening to another child

Further information can be accessed via the NSPCC's child protection fact sheet "Signs of Abuse"
(www.nspcc.org.uk/signsofabuse)

OTHER TYPES OF ABUSE OF CURRENT CONCERN

Child Sexual Exploitation

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

All children can be at risk from Child Sexual Exploitation. Not all children and young people with these vulnerabilities will experience child sexual exploitation. Child sexual exploitation can also occur without any of these vulnerabilities being present. The guidance on CSE is non-statutory.

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Practitioners should not rely on 'checklists' alone but should make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance Working Together.

Sexual exploitation can have links to other types of crime. These include:

- Child trafficking;
- Domestic abuse;
- Sexual violence in intimate relationships;
- Grooming (including online grooming);
- Abusive images of children and their distribution;
- Drugs-related offences;
- Gang-related activity;
- Immigration-related offences; and
- Domestic servitude.

The following vulnerabilities are examples of the types of things children can experience that might make them more susceptible to child sexual exploitation:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;

- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

Actions:

- Use missing persons approach if appropriate
- Report continuous absence of ten days
- Follow procedures around concerns
- Victims can be of any age, gender, ethnicity or nationality. Look for signs of malnourishment, bruising or lack of required paperwork.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. [NICCO](#) provides information to support staff working with offenders and their children, to help mitigate negative consequences for these children.

Honour Based Violence HBV

So-called “honour-based violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or the community, including female genital mutilation (FGM), forced marriage and practises such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. All forms of HBV are abuse and should be escalated as such. If a member of staff has any concerns they should speak to the DSL (or deputy) who will activate local safeguarding procedures

Female Genital Mutilation

This is illegal and a form of child abuse. It involves a procedure to remove all or some of the female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report **known** cases to the police under section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015).

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf

Forced Marriage

Is illegal and a form of child abuse. A marriage entered into without the full and free consent of one or both parties, where violence treats or coercion is used.

Multi agency guidelines;

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Prevent police officer in local area = See Annex A

Prevent duty - See Annex A

<http://educateagainsthate.com/>

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

(*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

The school will follow the legal requirements of reporting as set out by the LSCB

Dealing with issues relating to parental responsibility

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Children with sexually harmful behaviour

Research suggests that up to 40 per cent of child sexual abuse is committed by someone under the age of 18.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible.

ONLINE SAFETY SUPPORT

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

www.educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

ANNEX C - STAFF BEHAVIOUR AND CODE OF CONDUCT/STAFF BEHAVIOUR POLICY

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees their tutor.

Staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car. **If this occurs a written record must be kept**

Confidentiality & Information Sharing

The over-riding principal is that the welfare of the child is paramount. Privacy and confidentiality must be respected where possible, provided that doing so does not leave a child at risk of harm.

Staff and other adults who have a concern about a child have a responsibility to share the relevant information with the Designated Safeguarding Lead and/or **Deputy Safeguarding Leads**, who may in turn share that information with other professionals. Sensitive information should be shared with the minimum number of people possible in order to properly investigate and resolve the concern.

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information only to those who need to know and can help.

The following “golden rules” for information sharing are taken from Government guidance:

- Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. If you decide not to share, then record why.

Mobile Phones - please see Mobile Phone Usage Policy

Our school believes that keeping children safe is of paramount importance. We also seek to ensure that everyone in the school is safeguarded against allegations and works to high standards of professionalism. Practitioners, teachers, volunteers, students and other visitors to the school, who will be in areas where children are present, are asked to switch off their mobile phones and to keep them in their bag or pocket as appropriate. In the EYFS all mobile devices are locked away and not accessed during the school day when children are present

Mobile phones and cameras

The school provides mobile phones for trips and cameras for taking photographs when necessary (staff portfolios whilst training, evidence of pupil progression in EYFS).

Mobile phones should not be used when supervising or teaching children except in cases of emergency. Images of children must not be taken or stored on any personal mobile phone. If a phone/camera is to be used for school blogs or Twitter whilst on educational visits, permission must be obtained from the Head

and reference to their use and subsequent safety of data must be referred to on the trip risk assessment. Images must be deleted as soon as they have been used and not stored on the phone or camera.

Photography can be used for recording achievements, for records and for other school use. However, only school cameras can be used to photograph children. Images can only be stored on school, password protected computers and then must be deleted from the camera immediately and especially before the camera leaves the premises on an educational visit. Images can be printed for record and other school purposes.

Consent will be obtained from parents in order for photographs to be taken and used for evidence or recording achievements. Consent will be obtained for use on the school website or in publicity material. Please ensure you are aware of those children for whom permission has not been granted. Any photography or videoing of children will be done by staff/parent/carers and must always take place in full view of others.

Cameras and mobile phones are not permitted in toilet areas or where children are changing.

Communication with Pupils

Staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. They should not communicate with pupils using social networking sites, even on educational matters, but should use official email and networking sites sanctioned by the school. Staff should be circumspect in their private use of social networking sites **and - should not have pupils as contacts. Staff should exercise caution in having parents as social media contacts**) and must not discuss school business or school issues on their personal social networking site or risk breaching confidentiality about the pupils. 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 is an absolute ban on the use by any member of staff of any form or threat of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.

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.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or of 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 DSL informed and, if appropriate, a copy placed on the pupil's file.

Physical Restraint (Known as Positive Handling)

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself, another or to property, prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise or committing an offence and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the DSL who will decide what to do next. Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied

transportation of pupils unavoidable, the journey should be made known to a senior member of staff. A written record should be kept of any such journeys.

Use of physical interventions:

- There is an absolute ban on the use by any member of staff of any form of corporal punishment. This includes any physical contact which is deliberately intended to punish a pupil, or any action which is primarily intended to cause pain, injury or humiliation.
- It is important to allow children to do what they can for themselves, but depending on age and circumstances it may be necessary for some physical contact to take place; (e.g. a child who is hurt, who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running into the road etc.),
- Section 93 of the Education and Inspections Act 2006 enables school staff to use 'reasonable force' to prevent a pupil from :
 - a. committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - b. causing personal injury to, or damage to the property of, any person (including the pupil himself); or
 - c. prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- School staff may also be empowered to carry out physical searches for weapons, illegal drugs, pornography etc. Actions by school staff must at all times be in accordance with guidance and procedures. In the event of searches or physical restraint being needed, parents will be informed the same day.

ANNEX D - RECORD KEEPING

**CHRONOLOGICAL RECORD OF CONVERSATIONS, OBSERVATIONS AND PHONE CALLS
RELATING TO THE SAFETY AND PROTECTION OF CHILDREN**

Name.....

| DATE | DETAILS | ACTION |
|------|---------|--------|
| | | |
| | | |
| | | |

RECORD OF CONCERN

| | | |
|---------------|-----|---------------|
| Name of Child | | |
| | | |
| Gender | Age | Date of birth |
| | | |

| | | |
|-----------|----------|---------------------------|
| Your name | Position | Date and time of incident |
| | | |

| |
|--|
| Name and details of person raising concern (if applicable) |
| |

| |
|---|
| Description of incident or circumstances concern including (i) child’s perspective (verbatim where possible); (ii) details of anyone alleged to have caused the incident or concerns; and (iii) details of any witnesses or others who share the concerns |
|---|

| | |
|---|----------------------------|
| Date and time brought to attention of DSL/Head/Proprietor | Brought to whose attention |
| | |
| Signed | Date and time |
| | |

This form should immediately be passed to the Designated Safeguarding Lead (“DSL”), or the Head/Proprietor as appropriate

ANNEX E - THE LANGUAGE OF SAFEGUARDING AND CHILD PROTECTION

Child/Children - Everyone under the age of 18.

Safeguarding - Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. It can also include issues such as health and safety, use of reasonable force, meeting the needs of pupils with medical conditions, providing first aid, educational visits, intimate care and emotional well-being, online safety and associated issues and security - taking into account local context.

Child Protection - Child Protection is one very important aspect of safeguarding. It refers to the activity which is undertaken to protect specific children who are suffering, or at risk of suffering, significant harm. Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These areas have specific policies and guidance which should be read in conjunction with this document.

Significant harm - The Children's Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child's physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

Early Help - Providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. It is about providing support quickly whenever difficulties emerge to reduce the impact of problems.

Responsibilities - The responsibility for child safeguarding falls on everybody who is employed at the school. All adults who work at this school are expected to support the school's Child Protection Policy, with overall responsibility falling upon the

CAF - Common Assessment Framework an early help inter-agency assessment. It offers a basis for early identification of children's additional needs, the sharing of this information between organisations and the coordination of service provision. Early help assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The findings from the Common Assessment may give rise to concerns about the child's safety and welfare. In these circumstances, it should be used to support a Referral to Children's Social Care: however, undertaking a CAF is not a pre-requisite for making a referral.

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

Parent - Refers to birth parents and other adults who are in a parenting/carer role, for example step-parents, foster carers and adoptive parents.

Designated Officer - New term for LADO - a post in the local authority, to coordinate and manage allegations against staff.

Social Care Direct - Local Authority children social care/Family services.

LSCB - Local Safeguarding Children Board

DSL - Designated Safeguarding Lead.

Proprietor - The person with overall responsibility for the governance of the school, Sam Antrobus.