

SAFEGUARDING & CHILD PROTECTION POLICY

KEY CONTACT DETAILS:

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

Governance Nominated Safeguarding lead: Paul Easterbrook - paul.easterbrook@wishford.co.uk

Designated Safeguarding Lead: Gemma Wilson, gemma.wilson@thameadschool.co.uk, 01892525837

Deputy Designated Safeguarding Lead(s): Andrew Flett, Andrew.flett@thameadschool.co.uk, Jane Ovenden, jane.ovenden@thameadschool.co.uk, 01892525837

SENDCo: Hannah Jacques, Hannah.jacques@thameadschool.co.uk, 01892525837

Designated teacher for looked after children - Gemma Wilson, gemma.wilson@thameadschool.co.uk, 01892525837

Headteacher - Andrew Webster, a.webster@thameadschool.co.uk, 01892525837

Local Safeguarding Children Partnership: Kent Childrens Services, KELSI

Early Help (Front Door) - 03000 41 11 11

Early Help: 03000 41 62 00 Tunbridgewellsearlyhelp@kent.gov.uk

Local Authority Designated Officer (DOFA)*: Tunbridge Wells, 0300041228

Local Authority Children's Social Services: Tel: 03000 411 111

Duty Team Name Kuldip Sohal, Maternity cover for Gemma Willson. Out of hours duty service: Phone number 03000 419 191

Police emergency - 999

Police non-emergency point of contact:101, Kent County Police Tunbridge Wells, 01892 690690

SO15 Counter Terrorism Intelligence Officer: Dept for Education Due Diligence & Counter Extremism Group, 0207 340 7264

Prevent Engagement Officer: Sally Green, 03000413439, sally.green2@kent.gov.uk

Channel Helpline: 020 7340 7264

NSPCC: for concerns about a child 0808 800 5000

Childline Helpline for those under 18 and under: 08001111

Samaritans: 116123

Whistleblowing (for staff who do not feel able to raise concerns regarding child protection failures internally) Weston House, 42 Curtain Road, London, EC2A 3NH help@nspcc.org.uk 0800 028 0285 (8am - 8pm)

OFSTED (Safeguarding children) -0300 123 4666 (Mon - Fri 8am - 6pm) whistleblowing@ofsted.gov.uk

Disclosure and Barring Service - DBS customer services, PO box 3961, Royal Wootton Bassett, SN4 4HF

Tel: 0300200190 EMAIL: customerservices@db.gov.uk

Independent Schools Inspectorate (ISI) Tel: 0207 600100 Email: concerns@isi.net

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

AMENDMENTS TABLE

September 2020	<ul style="list-style-type: none">• Updated using KCSIE 2020 with amended aims• New definitions• New Appendix F & G for Covid and visiting speakers• Inclusion of role of headteacher• New sections on information sharing and mental health• Amended child in need section• Specific inclusion of supply staff• New section on promoting awareness for keeping safe and online safety• Separate section on sexting as per KCSIE 2020• Revision of allegation of abuse made against other pupils section
January 2021	<ul style="list-style-type: none">• Following termly safeguarding meetings, inclusion of schools requests and clarifications and policy completely revamped• Revised introduction• Amended equality section• Revised section on roles & responsibilities• Safe recruitment and visitor speaker section updated• Section on dealing with concerns and allegations re-written• Section on allegations against staff re-written and made clearer• Second revision on sexting section• New blue box added on IT filtering systems• Old Annex A incorporated into policy

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1. POLICY STATEMENT

1.1 Introduction

This policy applies to the whole school including the Early Years Foundation Stage (EYFS) and meets the requirements relating to safeguarding and welfare in the Statutory Framework for the EYFS. It is reviewed annually (as a minimum). Our school prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting our school and the policy is available on the school's website. The school treats the safeguarding of all pupils as the highest propriety and recognises the important role it plays in the recognition and referral of children who may be at risk. 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.

This policy is applicable to the whole school community, including all staff, teaching and non-teaching, volunteers, temporary and non-temporary supply/visiting staff working in the school and all pupils. The policy takes into account the procedures and practice of Kent County Council as part of the inter-agency safeguarding procedures set up by the three safeguarding partners. It 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 guidance issued by the Secretary of State.

The safety and welfare of all our pupils are our highest priority. Our primary concern is to provide a secure and caring environment. All members of staff have a duty to safeguard our pupils' welfare and must comply at all times with this policy. Staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events and in many cases issues will overlap.

1.2 Multi Agency Awareness

The school will work with and supply information as requested by the three safeguarding children partners to safeguard and promote the welfare of local children, including identifying and responding to their needs. 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.

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.

This policy should be read alongside the School's Covid-19 Safeguarding Appendix which sets out how this policy has been adapted to ensure appropriate regard to KCSIE during this time.

2. LEGISLATION and STATUTORY GUIDANCE

The policy has regard for and is based on:

Keeping Children Safe in Education September 2020 (KCSIE) and Working Together to Safeguard Children, (July 2018) (WT) refers to the non-statutory advice: information sharing. It incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2006). We comply with this guidance and the arrangements of our local safeguarding children partnership (LSCP).

- KCSIE also refers to the non-statutory advice for practitioners: <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Part 3 of the schedule to the Education (Independent Schools Standards) Regulation 2014
- Prevent Duty Guidance (July 2015) (updated March 2016), as well as section 175/157 of the Education Act 2002 and other relevant legislation and guidance.
- The use of school media for on-line radicalisation (July 2015)
- The Children Act 1989 (and 2014 amendment)
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015
- Safeguarding Vulnerable Groups Act 2006

All schools with pupils aged under 8 include:

The Childcare (Disqualification) Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (Referred to in this policy as “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children.

3. AIMS

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues (For guidance on the language of safeguarding see Annex E)
- The links with and the work of the three safeguarding partners are known
- To identify key individuals and their specific roles
- To provide a clear statement of the school’s responsibility in the event of a concern about the conduct of a member of staff

4. DEFINITIONS

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 mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes
- **Child protection** - refers to activities undertaken to prevent children suffering or being likely to suffer significant harm
- **Abuse** - a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm (see Appendix B for further details on the forms abuse can take). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused in a family, institutional or community setting and they may be abused by an adult (or by another child or children)
- **Neglect** - a form of abuse and the persistent failure to meet a child’s basic physical or psychological needs likely to result in the serious impairment of the child’s mental or physical health or development
- **Sexting** - (also known as youth produced sexual imagery) the sharing of sexual imagery (photos or videos) by children
- **Children** - Includes everyone under the age of 18
- **3 safeguarding partners (LSCP)** - identified in KCSIE. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs. The LSCP will allow the school to be fully engaged, involved and included in any safeguarding arrangements.
 - the local authority
 - a clinical commissioning group for an area within the LA
 - the chief officer of police for a police area in the LA area.

5. 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. 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 the 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 LSCP and other relevant external parties any significant concerns about a child which indicate any form of abuse. In accordance with Kent/ LSCP procedures these concerns cannot be kept confidential.

6. EQUALITY STATEMENT

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising and disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. We give special consideration to:

- Have special education needs (SEN or disabilities)
- Are young carers
- May experience discrimination due to race, ethnicity, religion, gender identification or sexuality
- Do not have English as a first language
- Living in chaotic, difficult and unsupportive home situations - e.g. temporary accommodation, substance abuse or domestic violence
- Are at risk of female genital mutilation (FGM), sexual exploitation, forced marriage or radicalisation
- Are asylum seekers
- Are affected by mental health issues either their own or a family member's.
- missing education/missing from education
- Are looked after or previously looked after children Statutory Guidance:
Promoting the education of looked after children.

7. ROLES and RESPONSIBILITIES

7.1 Designated Safeguarding Lead (DSL):

The DSL (and any deputies) should have a complete safeguarding picture and be the most appropriate person(s) to advise on the response to safeguarding concerns. In the absence of the DSL any reports should be made to the DDSL(s). The DSL will keep the headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection. The DSL is a member of the Senior Leadership Team and will be given the time, funding, training, resources and support to fulfil their role. The DSL and any deputies will undertake two yearly inter-agency working training and any informal updates.

The School's Designated Safeguarding Leads are:

Gemma Wilson- Deputy Headteacher DSL

Andrew Flett - Deputy DSL

Jane Ovenden - EYFS deputy DSL

The dates of their most recent training are:

Gemma Wilson: July 2019

Andrew Flett: January 2021

Jane Ovenden: October 2019

Regular meetings, biweekly are held by the Designated Safeguarding Lead in which the whole school is reviewed (including EYFS), recorded and then fed back 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 (2020) the broad areas of responsibility for the Designated Safeguarding Lead are:

- To take lead responsibility for safeguarding within the School.
- To maintain an overview of safeguarding within the School
- To open channels of communication with local statutory agencies
- To refer suspected cases to the relevant body (Local authority children's social care, Channel programme, Disclosure and Barring service and/or the police)
- To support and advise staff in carrying out their safeguarding duties and who make direct referrals
- To monitor the effectiveness of the School's policies and procedures in practice.

- To work with the Proprietor to review and update the School's safeguarding policy
- To ensure any child protection files are transferred to a pupil's next school (separately from the main pupil file) as soon as possible after they leave and obtain confirmation of receipt.
- To regularly review the School's and their own practice and concerns about safeguarding and welfare matters. This includes the personal and professional duty of all staff to report concerns to the DSL, or in the absence of action, directly to local children's services.
- To liaise with the three safeguarding children partners, be aware of and follow the local arrangements and work with other agencies in line with *Working Together to Safeguard Children*.
- To make the proprietor, the Head and the staff aware of who they will be working with and the expectations placed on any agencies and organisations by the LCSP
- To be responsible for the online safety of the children on a day to day basis and to ensure pupils are taught how to stay safe online.

The full responsibilities for the DSL and any deputies are set out in their job descriptions.

Availability of Safeguarding Team

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.)

If the DSL (DDSL) are not available, Andrew Webster, Head Teacher will act as cover (e.g during out of hours, out of term activities)

7.2 Proprietor:

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

- Approve this policy and audit safeguarding measures at the annual review and ensure they comply with the law and hold the headteacher to account for its implementation
- Appoint a senior lead from the Directors to monitor the effectiveness of this policy and champion child protection issues within the school
- Will act as case manager in the event of an allegation against the Headteacher
- Will ensure that the school contributes to multi-agency work in line with the statutory guidance Working Together to Safeguard Children and that the school understands their role in the safeguarding partner arrangements.
- Ensure 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
- Meet termly with the school's Safeguarding Committee and keep up-to-date with the school's child protection cases, policy, procedures, training and curriculum and to advise where necessary. This may be delegated to Paul Easterbrook (Director of Education & Compliance for Wishford Schools)
- 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.

7.3 Headteacher:

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary, supply staff and volunteers) are informed of our systems which support safeguarding as part of their induction.
- Communicate this policy to parents
- Ensure the DSL has the appropriate time, funding, training and resources, and that there is adequate cover if the DSL is absent.
- Ensure all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as "case manager" in the event of an allegation of abuse made against another member of staff.
- Ensuring the relevant staffing ratios are met where applicable and make sure each child in the EYFS is allocated a key worker

7.4 Staff:

All Staff have a responsibility to:

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected and understand the impact abuse and neglect can have upon a child.
- Be able to identify and act upon indicators that children are, or at risk of developing mental health issues.
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they can identify cases of children who may need help or protection.

7.5 Transfer of Records

- All staff complete a record keeping sheet and hand it to the DSL within an hour of any disclosure or concern this include Child Protection conference minutes. Access to records will be on a "need to know" basis they will be held securely and separately from the main pupil file
- When a child who has a child protection plan leaves the school and/or transfers to another school the DSL will inform the child's new schools immediately and will discuss with the child's social worker the transfer of any confidential information
- When pupils transfer between schools part way through an academic year all information about any past or current child protection concerns will be forwarded confidentially and separately from the main pupil file. The DSL will speak to the DSL of the receiving school to provide information
- Any records not passed on are retained confidentially until the child's 25th birthday or as required

8. SAFER RECRUITMENT

All staff are recruited in accordance with the safer recruitment policy. The school is committed to safer recruitment processes and acts in compliance with the Independent School Standards Regulations with the aim of creating a safer working environment in school. In addition to carrying out safer recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education 2020', 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. These include where necessary, a declaration regarding disqualification from working in childcare, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. An enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment and prior to commencing work at the school. If the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. 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. (Full details of the School's safer recruitment procedures is set out in the school's Safer Recruitment Policy)

8.1 Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before a Visiting Speaker is allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, Visiting Speakers are researched on the internet before the event and a copy of their speech is requested to ensure the content is appropriate. Visiting speakers, whilst on the School site, will be supervised by a School employee. All visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy. (See Appendix G)

8.2 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.

9. INDUCTION AND TRAINING

The Proprietor will ensure that all staff, both teaching and non-teaching, (including supply staff) receive appropriate induction and that everyone attends regular training at least annually and updates in accordance with KCSIE guidance and the procedures of the LSCP advice to include Prevent and Online safety. Before they commence work, all staff will receive, record they have read and discussed with the DSL the following:

- a review of the school's Safeguarding and Child Protection Policy and Compliance guidance;
- the identity and role of the DSL and deputy(ies);
- a copy of Part 1 of KCSIE including Annex A (leaders and those who work directly with children);
- the Pupil Behaviour Policy;
- The staff code of conduct;
- The safeguarding response to children who go missing from education.
- Acceptable use of IT including staff/pupil relationships and online safety; Please refer to the Mobile Technology Policy. Acceptable use of communications and media.
- Prevent training that extends to all staff to cover the Government's anti-radicalisation strategy.
- How to manage a report on peer on peer sexual violence and sexual harassment
- Whistleblowing procedures and policy
- Contractors and volunteers will all receive safeguarding training before commencing any activity

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions.

10. RECOGNISING ABUSE and PROCEDURES for TAKING ACTION

This procedure applies in all cases of abuse alleged or suspected to have been carried out by any adult or the abuse by one pupil against another. 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 who will take the lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Allegations of instances of actual or suspected child abuse or neglect which become known to staff, including part-timers, supply staff, temporary, contract and volunteer staff, pupils and visitors should be immediately reported to the Designated Safeguarding Lead or deputy, following the procedures in this policy.

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 **anybody can make a referral** to social care and everyone has a responsibility to know how to in order to keep children safe from significant harm.

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 (DOFA) 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.

10.1 If a child is suffering or likely to suffer harm, or in immediate danger:

Make a referral to children's social care and/or the police **immediately**. Tell the DSL if you make a referral directly. Any such referral should be made within 24 hours (1 working day) of staff being made aware of the risk. Be aware that parental consent is not required for referrals to statutory agencies. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any in action and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing.

<https://www.gov.uk/report-child-abuse-to-local-council>

Local Safeguarding Children Partners (LSCP) arrangements and procedures:

Kelsi: <https://www.kelsi.org.uk/special-education-needs/integrated-childrens-services/front-door>

10.2 If a child makes a disclosure to you:

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or a third party, they must act immediately and follow the relevant procedure. Staff should not assume somebody else will take action and must share information that might be critical in keeping children safe. All victims must be reassured, taken seriously, supported and kept safe. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. If in doubt speak to the DSL. All staff should:

- Listen carefully and believe them, allowing them to talk freely and do not asking leading questions;
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner. Recognising that by disclosing the child has put the teacher in a position of trust;
- Make sure the victim understands the next steps and that you will have to pass the information on and do not promise confidentiality;
- Make notes (as long as it does not prevent you from remaining engaged with the child) and write 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 immediately;
- Only record the facts as presented by the child do not put your judgement on it;
- Sign and date the write-up and pass it to the DSL or make a referral direct to children's social care and/or the police yourself and inform the DSL as soon as possible
- Being aware of searching, screening, confiscation and sexting advice for schools if the report includes an online element;

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).

10.3 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 consider the context within which incidents and/or behaviours occur and consider whether a child is at risk of extra-familial abuse or exploitation. This is known as contextual safeguarding which means the assessment if 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.

10.4 Early Help(sometimes known as CAF)

Early help means providing support as soon as a problem emerges from the foundation years through to the teenage years. In the first instance staff who consider that a pupil might benefit from early help should speak to the DSL. The DSL will consider the appropriate action to take in accordance with the three safeguarding partners referral threshold document. If early help is appropriate the matter will be kept under review and consideration given to a referral to children's social care if the situation does not appear to be improving. 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/or has specific additional needs (they can be more prone to peer group isolation)
- 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, including gang involvement and association with organised crime groups
- 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 showing early signs of abuse and/or neglect;
- is at risk of extremism or of being radicalised or exploited;
- is a privately fostered child;
- has or is in need of a social worker;
- who requires mental health support;
- is experiencing, or at risk of experiencing family ostracism

10.5 What Staff should do if they have concerns about a child

If staff (including proprietor and Wishford Directors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

10.6 What staff should do if a child is at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if teaching staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL {and DDSL} and the Proprietor and/or The Director of Education and Compliance to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

10.7 What staff should do if they discover an act of Female Genital Mutilation (FGM)

FGM is illegal in the UK and includes "female genital cutting", "circumcision" or "initiation". Whilst all staff should speak to the DSL (or deputy), and involve children's social care, 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. The DSL will ensure that staff have access to appropriate training, to be alert to children affected by, or at risk of FGM.

10.8 What staff should do if they have concerns that children are at risk from or involved with serious violent crime

All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include 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. If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

10.9 What staff should do if a child goes missing from education

All children are entitled to a full-time education. Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are available on the Missing Pupil Policy. The School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The School will report to Kent County Council a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

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.

NB Please refer also to the school's missing child policy and procedures During the working day:

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

10.10 What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

10.11 What staff should do if a child requires mental health support

The School has an important role to play in supporting the mental health and wellbeing of its pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of

suffering abuse, neglect or exploitation. If you have mental health concerns about a child that is also a safeguarding concern, take immediate action by speaking to the DSL to agree a course of action. Only appropriate trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

10.12 What staff should do if they have safeguarding concerns about another staff member

If staff have safeguarding concerns about another staff member (including supply staff and volunteers), then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Proprietor. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the Kent County Council.

10.13 What staff should do if they have concerns about safeguarding practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found in the School's Whistleblowing policy. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

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. 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.

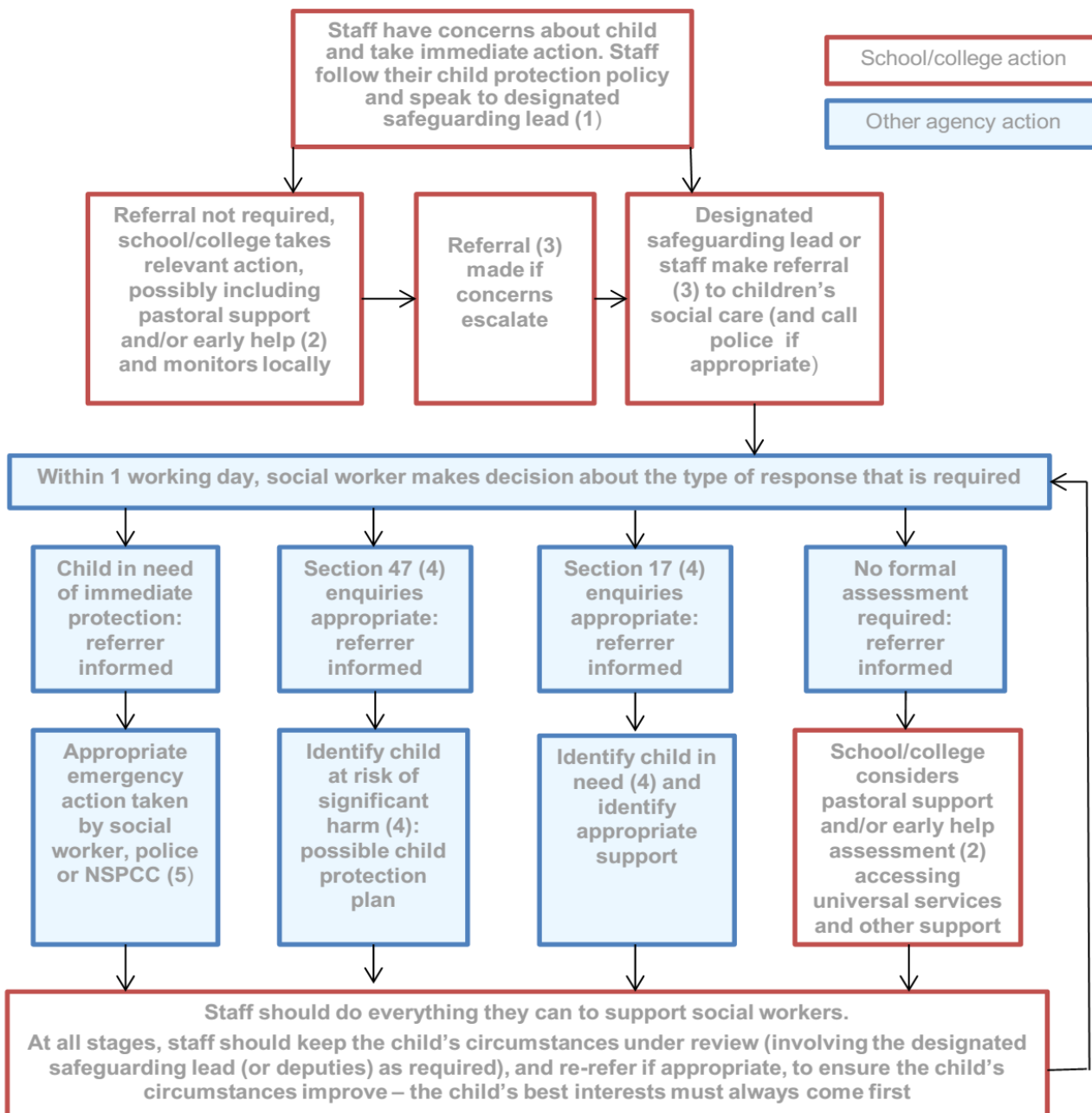
Staff may also raise issues directly with the Wishford team by contacting the Proprietor or anonymously using the Wishford website: www.wishford.co.uk/whistleblowing

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

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page.

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

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).

11. PEER-ON-PEER ABUSE

11.1 Arrangements for dealing with peer on peer allegations

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, upskirting, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. All peer-on-peer abuse will always be taken seriously and acted upon, and such abusive comments and interactions will not be passed off or dismissed as 'mere banter' or 'part of growing up'. Nor will harmful sexual behaviours, including sexual comment, remarks or jokes and online sexual harassment be dismissed as the same or 'just having a laugh' or 'boys will be boys'. We also recognise the gendered nature of peer on peer abuse and that children with special educational needs and disabilities can be more prone to peer-on-peer group isolation than other children and will consider extra pastoral support for these children. However, all peer-on-peer abuse is unacceptable and will be taken seriously. Any hate crime/incident will be reported through local reporting mechanisms and the legal threshold considered - see Annex B.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures within this policy, rather than the School's Anti-Bullying and Behaviour policies.

Every member of staff, including part-time, supply, 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. In the event of peer on peer abuse disclosures, all children involved, whether perpetrator(s) or victim(s) will be treated as being "at risk" and will be supported through the school's pastoral system and all appropriate action to ensure the safety and welfare of all pupils involved will be taken. Consideration must be given to "significant harm" or thresholds as described by the LSCP and in addition to the DSL, the Head and the Local authority D.O must be advised. This policy will apply to any allegations that raise safeguarding concerns and which are not dealt with under our school's behaviour policy. This might include where the alleged behaviour:

- Is serious and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting, intimate personal/partner relationships or sexually inappropriate pictures or videos

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the three safeguarding partners on the investigation of such allegations. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the three safeguarding partners, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the three safeguarding partners and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.⁴⁹ The School's approach to sexting is [INSERT].

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- DSL will contact the local authority children's social care team and follow its advice as well as informing the police if the allegation involves a potential criminal offence

- DSL will put a risk assessment and support plan into place for any children involved including the victim(s) and alleged perpetrator(s) and any others affected with a named person they can talk to if needed
- If necessary the DSL will contact the adolescent mental health service (CAMHS)

We will minimise the risk of peer on peer abuse by:

- Challenging any forms of derogatory or sexualised language or behaviour including requesting or sending sexual images
- Being vigilant to issues that particularly affect different gender -e.g sexualised or aggressive touching or grabbing towards other pupils, and initiation/hazing type violence.
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves

11.2 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 and can include sexual comments, remarks and/or jokes online or in person. 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

When there has been a report of sexual violence, 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) and especially any actions to protect them and keep them safe. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing School premises and School transport. which considers the victim, the alleged perpetrator and all the other children (and if appropriate staff) especially any actions to protect them. The risk and needs assessment will be recorded and kept under review. It will not replace the detailed assessments of expert professionals. The DSL will engage with children's social care and specialist services as required. Any decisions will be made on a case-by-case basis with the DSL taking a leading role and using their professional judgement.

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

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.

12. CHILDREN IN NEED/PROVIDING SUPPORT

- 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.
- We recognise that pupils with special education needs and/or disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group including:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
 - Pupils being more prone to peer group isolation than others
 - The potential for pupil with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - Communication barriers and difficulties in overcoming these barriers.

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 and previously looked after children is Gemma Wilson.

If this person is not the DSL as part of their role, they will:

- Work closely with the DSL to ensure any safeguarding concerns regarding these children are quickly and effectively responded to
- Work with virtual school heads if applicable to promote the educational achievement of looked after and previously looked after children

We will ensure that staff have the skills, knowledge and understanding to keep looked after and previously looked after children safe we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

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.

In addition to early help groups, to ensure all pupils are protected we give consideration to any who are:

- missing education/missing from education
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- 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)
- vulnerable to faith abuse

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

13. PROCEDURES FOR DEALING WITH ALLEGATIONS

13.1 Allegations of abuse about teachers and other staff

Allegations of concerns of abuse against teachers and other staff (including supply staff and volunteers) will be dealt with according to the statutory guidance and that meet the harm test as addressed 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. All staff should:

- Listen carefully
- Avoid asking leading questions
- Reassure the individual that the allegation/complaint will be taken seriously

- Not guarantee confidentiality and explain the information needs to be passed on, in confidence, to ensure the correct action is taken.
- Make a record of what has been reported and pass to the Head teacher, unless he/she is implicated. 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.

The School's procedures for managing allegations against staff (including supply staff and volunteers) who are currently working in the School follows DfE statutory guidance and the three safeguarding partners arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the DOFA.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis. Concerns including allegations about a staff member should be investigated as a priority to avoid any delay. In all the points below the "case manager" refers to The Headteacher or the Proprietor if allegations are made against the Headteacher.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the Head. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Proprietor. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the school proprietor and designated officer. However, staff may consider discussing any concerns with the DSL and make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual. During any external investigation the school will not undertake its own investigations prior to the outcomes of an external investigation
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. They will give due weight to the views of the designated officer, WT and KCSIE when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School, and shall provide them with their contact details
5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
6. 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 case manager will discuss with the designated officer whether a referral should be made to the Disclosure and Barring Service or Teaching Regulation Agency where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or

otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

7. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. 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. 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.

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)

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

13.2 Safeguarding concerns or allegations of abuse about supply teachers

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the School, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the DOFA, police and/or children's social services.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the DOFA to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the DOFA should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the School during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies. The school will report promptly to the DBS, if 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.

14. SEXTING

(also known as youth produced sexual imagery including sharing of images or video (sexting) or making inappropriate sexual comments)

14.1 Responsibilities when responding to an incident:

If you are made aware of an incident of sexting you must report it to the DSL immediately. You **Must Not**

- View, Download or share the imagery yourself, or ask a pupil to download or share it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) involved in the incident to disclose information regarding the imagery (this is the DSLs responsibility)
- Share information about the incident with other members of staff, the pupils involved or their, or other parents/carers
- Share or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

14.2 Initial review meeting (IRM):

Following a report of an incident, the DSL will hold an IRM with appropriate staff to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- Should the imagery be viewed to safeguard the young person (mostly, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another setting or individual
- Whether to contact parents/carers of the pupil(s) involved (in most cases parents should be involved)

The DSL will make an immediate referral to the police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young persons developmental stage or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police and/or children's social care. Any incidents of sexting and any decisions made will be accurately recorded.

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 A

15. PROMOTING AWARENESS FOR KEEPING SAFE

15.1 Educating Children About Safeguarding see Relationships Education Policy

Through the curriculum and pastoral systems, staff will raise pupils' awareness, equip them with skills and knowledge 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. 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 teaching and medical staff to lead by example and to play a full part in promoting an awareness, that is appropriate to the age group taught, amongst all our pupils on issues relating to health, safety and well-being. All staff, including 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.

Relevant issues are covered through Relationships Education and Relationships and Sex Education and 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, although the school has flexibility within the first year of compulsory teaching.

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. The PSHEE curriculum covers staying safe on line, cyber and homophobic bullying and teaches pupils about the risk of radicalisation.

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/adults 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.

15.2 Online safety (see online safety in Wishford IT policy)

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'.

We provide regular lessons to pupils for online safety which is a whole school issue 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.

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.

It is also important to include parents as much as possible in this process given that children often have access to computers at home.

Online safety is exceptionally important. The school has a robust IT filtering system to ensure that only appropriate content can be viewed online. 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. Assemblies, drama and RS lessons are used to promote tolerance and mutual respect and understanding.

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.

Web Filtering details:

The Wishford IT Team are responsible for our internet safety and monitoring and use Sisco Meraki group filtering with additional white and black listings.

16. USE OF MOBILE PHONES 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.

Staff are not permitted to use their personal mobile devices or cameras in school. Staff who wish to use, take photographs or video pupils, whether on a personal or school device must first speak to the Head to obtain approval. Staff who wish to use their personal mobile devices must first speak to the Head who will ensure a risk assessment is carried out. Include what is and is not permitted for parents). After outlining the school's policy you MUST include staff who act in breach of this may be subject to disciplinary action

17. 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.

Reference on information sharing can be found:

- Chapter 1 of [Working Together to Safeguard Children](#)
- [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#)
- [The Information Commissioner's Office \(ICO\)](#)
- [Data protection: Tool kit for schools](#)

18. 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.

19. 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.

20. 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 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
- This policy will be reviewed annually by Mr Paul Easterbrook and the DSL

21. 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.

22. LINKS WITH OTHER POLICIES

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.

Signed

Head

Proprietor

Date: January 2021

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 - WHAT IS CHILD ABUSE?

Types, Patterns, Recognitions and indicators of abuse and neglect

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

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>

- 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.

- **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.
- **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. The School's DSL and Deputies, will be aware of local procedures for making a Prevent referral and will ensure staff know that terrorism is a by-product of radicalisation.

For advice and support on extremism, contact:

Dept for Education Due Diligence & Counter Extremism Group, 0207 340 7264

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.

- Forced Marriage
- Honour-based abuse (HBA)
- 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

OTHER TYPES OF ABUSE OF CURRENT CONCERN

Child Criminal Exploitation (CCE)

Where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal 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, and/or (c) through the violence or threat of. It does not always involve physical contact and can occur through the use of technology. Staff should be aware of the following indicators for children who:

- appear with unexplained gifts or new possessions;
- Associate with other young people involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol;
- Go missing for periods of time or come home late; and
- Regularly miss school or education

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) - 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. CSE 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young persons immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). If required, we make a holistic assessment of vulnerability, examining risk and protective factors as set out in the statutory guidance Working Together.

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older girlfriends or boyfriends; and
- Children who suffer from sexually transmitted infections or become pregnant

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 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 abuse 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.

Homelessness

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11 year olds and 12-17 year olds available on the gov.uk website. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

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 Abuse HBA

So-called "honour-based abuse (HBA) 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. Staff are aware that this form of abuse may include non-violent forms. 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

Upskirting

is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

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). Teachers cannot examine, but only raise concerns with the DSL.

Multi agency guidelines;

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

<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>.

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 violent threats or coercion is used. Threats can be physical or emotional and psychological.

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.

As with other safeguarding risks, staff should be alert to children's changes in behaviour, indicating they may be in need of help or protection

Prevent police officer in local area = See contacts page

Prevent duty - See contacts page and <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. Staff are aware that children may witness, and be adversely affected by domestic abuse between family members. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual

- financial
- emotional

References: The police initiative “National Domestic Abuse Helpline” and Operation Encompass

Lesbian, gay, bi or trans (“LGBT”)

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

Children with sexually harmful behaviour

Research suggests that up to 40% 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.

County Lines and/or Gangs

A term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of deal line. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. One way on identifying potential involvement in county lines are missing episodes both from home and school, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. If a child is suspected of being at risk or involved in county lines a safeguarding, referral will be delivered along with local services/third sector providers offering victim support.

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 B - 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 C - 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 D - THE LANGUAGE OF SAFEGUARDING AND CHILD PROTECTION

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.

ANNEX E - RESPONSE TO COVID-19

There have been significant changes within our School setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation over the coming weeks and months.

Despite the changes, the School's Safeguarding (including Child Protection) Policy is fundamentally the same: children, young people and vulnerable adults always come first, staff should respond robustly to safeguarding concerns and contact the Safeguarding team in line with our established safeguarding procedure.

This annex sets out some of the adjustments we are making in line with the changed arrangements in the School and following advice from government and local agencies.

The position from Government

The advice published on 27th March 2020 is set out in the guidance document: Coronavirus (COVID-19): safeguarding in schools, schools and other providers

The document can be accessed online at: <https://www.gov.uk/government/publications/covid-19safeguarding-in-schools-schools-and-other-providers/coronavirus-covid-19-safeguarding-in-schoolsschools-and-other-providers>.

The current School position and local advice

The School is working with Kent County Council and taking advice from local safeguarding partners as appropriate, including advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated and children's social care.

Safeguarding team

The School arrangements continue in line with our Safeguarding and child protection policy.

The Designated Safeguarding Leads are: Gemma Wilson

The Deputy DSLs are: Andrew Flett, Jane Ovenden EYFS

Designated Safeguarding Governance lies with: Mr Sam Antrobus CEO Wishford schools if he is unavailable Mr Paul Easterbrook Director of Education and Compliance.

Reporting arrangements

The School's approach ensures that a DSL is always on site while the School is open. In the unusual and unlikely circumstance this is not possible, a Deputy DSL will be on site and a DSL will be contactable at home.

Staff will continue to follow the Safeguarding procedure and advise the DSL/DDSL immediately about concerns they have about any child or vulnerable adult, whether in School or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's Services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting Kent Children's Services are: Call 03000 41 11 11 (text relay 18001 03000 41 11 11) or email social.services@kent.gov.uk

'If you are a professional concerned about a child and want to speak to someone, you can call the Children's Advice and Duty Service, on our direct line 03000411111

Should a child in the School's view be at risk of significant harm and local agencies are not able to respond, the School will immediately follow the safeguarding children partnership escalation procedure,

available on the Local Authority Safeguarding Children's Partnership website:

<https://www.kent.gov.uk/education-and-children/protecting-children/report-abuse>

Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable young people at our School. We have identified young people who are active to Children's Social Care, have a social worker or and EHCPs, or who identify themselves as Young Carers. As an additional step we have identified students who we feel have vulnerabilities and who we know are actively engaging with wellbeing and/or safeguarding support.

We have put in place specific arrangements for young people in the following identifiable groups:

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children where we know have, or have previously had, a social worker. There is an expectation that children with a social worker must attend school or School unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP
- Children on the edge of social care involvement or pending allocation of a social worker who we know are engaged with our safeguarding service. Where required these children will be offered a place at school.

Each of these children has an individual plan which can be / or has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the School.

- Children of key workers who may attend School
- Other children the School considers vulnerable. More children may be added to this group

In response to concerns raised with the Safeguarding team. These children can be offered care at School if required.

For the purposes of this annex and for complete clarity, we are using the term Child / Children to describe a young person who is under the age of 18, rather than our usual terminology where we would refer to a 'young person'

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a School closure or partial closure. Our staff will remain vigilant to the signs of peer-on-peer abuse, including those between young people who are not currently attending our provision e.g. signs of on-line bullying or on-line abuse taking place.

Online safety

Young people will be using the internet more during this period. The School is using online approaches to deliver training or support to students during this period. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the School.

- The School continues to ensure appropriate filters and monitors are in place and has issued home working protocols to staff working from home
- Our Wishford Head Office computer specialists will review arrangements to ensure they remain appropriate

- The School has issued a reminder to staff about Code of Conduct particularly in relation to working from home and online working and the importance of only using School systems to communicate with pupils and their families

- The School has shared resources about on-line life including common social media platforms with parents/cares and staff about on-line safety and how to report concerns. This information has been sent to staff and is on a newly published specific page on our website: <https://www.kent.gov.uk/education-and-children/protecting-children/report-abuse>

<https://www.ccn.ac.uk/coronavirus-guidance/safeguarding-and-online-safety/>

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from professionals including staff or volunteers who are working with them and their families. We remind all staff through our Safeguarding training and regular updates to maintain the view that ‘it could happen here’ and to immediately report any concern, no matter how small, to the safeguarding team. The School has a robust Whistleblowing procedure in place and staff know how to use this.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged.

If necessary, the School will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk

New staff or volunteers

The current procedures for New starters will remain in place during this period (From September KCSIE 2020). Line managers will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the safeguarding procedure. New starters will receive a welcome email from the DSL.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children. • The School will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- All ID checks and DBS checks will be carried out and seen by the HR team.
- The School will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the HR team.

Governance and oversight

This policy will be approved by Wishford CEO and will be made available on the School website at link <https://www.uk/coronavirus-guidance/safeguarding-and-online-safety/>

ANNEX F VISITING SPEAKERS FORMS

The school is required to maintain a register of all visiting speakers - i.e visitors to the school who present to pupils (including giving talks, seminars, practical workshops etc).

Members of staff organising the visit must ensure that PARTs 1 and 2 of this form are completed and submitted for every visiting speaker, no later than 1 week prior to the proposed visit.

PART 2 of this form is a Risk Assessment for the visit.

Staff responsible for a visiting speaker are reminded that all visitors to the school must be:

- Signed in and badged at Reception on arrival and their ID checked;
- Collected from Reception by a member of staff;
- Supervised at all times whilst on the school site by the member of staff responsible for the visit.

In particular, visiting speakers must never be placed in a position of being alone with pupils.

PART 1 (to be completed for all visiting speakers)

Name of visiting speaker:

Member of school staff responsible for visit:

Date of visit:

Timings of visit:

Year group / class;

Topic of talk/lecture/workshop etc:

Cost of visit:

Parents to be charged?: YES / NO

Costs approved by:

Cost per pupil

Department budget:

Approved by Head:

Please confirm that the visiting speaker:

Will be accompanied at all times by a member of staff

Will not be placed in a situation where he/she is in a 1-1 scenario with a pupil

(sign here:)

PART 2 - RISK ASSESSMENT

Once complete the following risk assessment will be submitted to the business manager, who must approve the visit before it can be confirmed. Staff should have regard to the Prevent duty when making assessments of risk in any situation where the profile of the speaker or the topic he/she has been invited to speak on indicates he/she may (intentionally or unwittingly) pose a risk of endorsing, condoning or inciting extremist political, philosophical or religious views when interacting with pupils.

N.B If such a risk is identified then the speaker’s visit will not be permitted.

Details of activity to be carried out during visit:

.....
.....

Please include, brief overview of talk and year groups attending:

.....
.....

Please provide details of what is known of the visiting speaker (including background, Google searches, biography if available, how the speaker is known to the organising member of staff.

.....
.....
.....

Will this be a one off visit? YES / NO

If not then please give full details of all dates, durations and purpose of visit:

.....
.....
.....

Risk: Clarify the perceived level of risk with reason: (Underline either)

VERY LOW LOW MEDIUM HIGH

Please provide reasons for above category

.....

Please detail any additional risk management measures that are required beyond the regular visitor procedures:

.....

I verify that the information provided is accurate

(sign)