



Child Protection and Safeguarding policy

Westbury House School

September 2023

Member of staff responsible: Clare King

Last reviewed: September 2023

Head: 

Policy witnessed and signed by School Proprietor & Chair of Governors:

Mr A Mehta



Mr D Tidmarsh



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KEY SCHOOL CONTACTS

<p>Designated Safeguarding Lead (DSL)</p>	<p>Deputy Head: Kris Beel Email: K.Beel@westburyhouse.surrey.sch.uk Telephone number (term time): 020 8942 5885</p>
<p>Deputy Designated Safeguarding Lead (DDSL)</p>	<p>Head: Clare King Email Head@westburyhouse.surrey.sch.uk Telephone (term time) 020 8942 5885 Or Head of EYFS: Lauren Green Email: L.green@westburyhouse.surrey.sch.uk Telephone (term time): 020 8942 5885</p>
<p>Designated Safeguarding for EYFS</p>	<p>Nursery Manager: Mrs Anita Sawyer Email: nursery@westburyhouse.surrey.sch.uk Telephone (term time): 020 8942 5885</p>
<p>Deputy Designated Safeguarding for EYFS</p>	<p>Deputy Nursery Manager: Mrs Nichola Bradford Email: N.Bradford@westburyhouse.surrey.sch.uk Telephone (term time): 020 8942 5885</p>
<p>Board Level Lead for Safeguarding</p>	<p>Mrs Carrie Askew Email: Operations@inspiredlearninggroup.co.uk Telephone number: 07789 882597</p>
<p>Chair of School Board</p>	<p>Mr David Tidmarsh (Chair of the Advisory Board) Email: David@inspiredlearninggroup.co.uk</p>
<p>Proprietor</p>	<p>Mr Amit Mehta Email: amit@inspiredlearninggroup.co.uk Telephone number: 020 7127 9862</p>

KEY EXTERNAL CONTACTS

<p>Kingston & Richmond Single Point of Access (SPA)</p>	<p>Telephone: 020 8547 5008</p> <p>8am to 5.15pm, Monday to Thursday, and 8am to 5pm on Friday.</p> <p>Emergency out of hours contact: 020 8770 5000</p> <p>For child protection concerns in an emergency outside of office hours all day Saturday, Sundays and bank holidays</p>
<p>Local Area Designated Officer (LADO)</p>	<p>Kingston and Richmond Safeguarding Children Partnership</p> <p>Lorissa Webber, Julie Fisher & Jackie Alsop</p> <p>Referrals and Contacts Officer (Julie Fisher) 07774 332675</p> <p>Email: LADO@achievingforchildren.org.uk</p>
<p>Police liaison officer</p>	<p>The Beverley Team 0208 721 2750 Beverley.snt@metpolice.uk</p> <p>Local police force non emergency number 101</p>
<p>FGM reporting - non-emergency police contact number</p>	<p>101</p>
<p>Prevent partners and advice about extremism</p>	<p>Prevent Leads (Kingston) Rory Kenney-Herbert Tel. no: 07736600027 rory.kenney-herbert@kingston.gov.uk or prevent@Kingston.gov.uk</p> <p>If you think a child or the people around them are involved in radicalisation and there is an immediate risk of harm, call 999 immediately. If it isn't an emergency, WHS procedures</p> <p>Dedicated NSPCC contact number for reporting radicalisation in early years 0808 800 5000 or 0800 1111.</p> <p>Referral to Channel Staff and governors can raise concerns relating to extremism directly with the Department for Education: Dedicated helpline: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk</p>
<p>UK Safer Internet Centre</p>	<p>0344 381 4772 helpline@saferinternet.org.uk</p>

NSPCC whistleblowing helpline	NSPCC Weston House 42 Curtain Road London EC2A 3NH Telephone: 0800 028 0285 Email: help@nspcc.org.uk
Independent Schools Inspectorate	Telephone: 0207 600 0100 Email: concerns@isi.net

1 Aims

- 1.1** This is the safeguarding and child protection policy and procedures of Westbury House School. The school is committed to acting in the best interests of the child and to create a culture of safety, equality and protection.
- 1.2** The aims of this policy are as follows:
- 1.2.1 to actively promote and safeguard the welfare of children, staff and others who come into contact with the School
 - 1.2.2 to have clear policies and procedures in place for dealing with and referring concerns about the welfare of any individual and/or allegations of abuse in a timely manner
 - 1.2.3 to raise the awareness of all staff, peripatetic teachers, and volunteers of their safeguarding responsibilities and how to report concerns
 - 1.2.4 to ensure staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children and others and feel supported in this role
 - 1.2.5 to ensure consistent good safeguarding practice throughout the School.

2 Scope and application

- 2.1** This policy applies to the whole School including the Early Years Foundation Stage (**EYFS**).
- 2.2** This policy applies at all times including where pupils or staff are away from the School.
- 2.3** This policy applies to core School activities and to out of hours activities.
- 2.4** This policy is designed to address the specific obligations on the School to safeguard and promote the welfare of children, as defined below.

3 Regulatory framework

- 3.1** This policy has been prepared to meet the School's responsibilities under:
- 3.1.1 Education (Independent School Standards) Regulations 2014
 - 3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2023)
 - 3.1.3 Education and Skills Act 2008
 - 3.1.4 Childcare Act 2006
 - 3.1.5 Children Act 1989 and 2004
 - 3.1.6 Children and Social Work Act 2017
 - 3.1.7 Data Protection Act 2018 and General Data Protection Regulation (GDPR)
 - 3.1.8 Equality Act 2010.
- 3.2** This policy has regard to the following guidance and advice
- 3.2.1 Keeping children safe in education (DfE, September 2023) (**KCSIE**)

- 3.2.2 Working together to safeguard children (HM Government, 2018. Last updated July 2022) (WTSC)
 - 3.2.3 Relationships, Sex and Health Education (HM Government, 2019. Last update September 2021) (**RHSE**);
 - 3.2.4 Disqualification under the Childcare Act 2006 (DfE, 31 August 2018)
 - 3.2.5 Prevent duty guidance for England and Wales (HM Government, July 2015, updated April 2021)
 - 3.2.6 Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015. Last update 2020)
 - 3.2.7 Multi-agency statutory guidance on female genital mutilation (HM Government, April 2016. Last update July 2020)
 - 3.2.8 What to do if you're worried a child is being abused: advice for practitioners (HM Government, March 2015)
 - 3.2.9 Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018)
 - 3.2.10 Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety (UKCCIS), August 2016)
 - 3.2.11 Children missing education (DfE, September 2016)
 - 3.2.12 Child sexual exploitation: definition and a guide for practitioners local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017)
 - 3.2.13 Searching, screening and confiscation: advice for schools (DfE, July 2022)
 - 3.2.14 Listening to and involving children and young people (DfE, January 2014)
 - 3.2.15 Safeguarding children (links to government guidance and resources)
 - 3.2.16 Achieving for Children Safeguarding Children Board referral / threshold procedures / guidance
 - 3.2.17 The use of social media for online radicalisation, July 2015
 - 3.2.18 Teaching Online Safety in Schools, (DfE June 2019. Last update January 2023)
 - 3.2.19 UK Council for Internet Safety guidance (various)
 - 3.2.20 Mental health and behaviour in schools (DfE, November 2018)
 - 3.2.21 Behaviour in schools (DfE, September 2022)
 - 3.2.22 Working together to improve school attendance (DfE, September 2022)
 - 3.2.23 Meeting digital and technology standards in schools and colleges (DfE, March 2023)
- 3.3** The following School policies and procedures are relevant to this policy:
- 3.3.1 Staff Code of Conduct

- 3.3.2 Online safety policy (including Acceptable Use (AUP) and Social Media Policy)
- 3.3.3 Whistleblowing Policy
- 3.3.4 Safer Recruitment Policy
- 3.3.5 Behaviour Management Policy
- 3.3.6 Anti-bullying policy
- 3.3.7 Missing Pupil Policy
- 3.3.8 Risk Assessment Policy
- 3.3.9 Special Educational Needs and Learning Difficulties (SEN)
- 3.3.10 Equal Opportunities Policy
- 3.3.11 Health and Safety Policy
- 3.3.12 First Aid Policy
- 3.3.13 Complaints Policy.

4 Publication and availability

- 4.1 This policy is published on the School website.
- 4.2 This policy is available in hard copy on request.
- 4.3 A copy of the policy is available for inspection from Reception during the School day.
- 4.4 This policy can be made available in large print if required.
- 4.5 This policy and all policies referred to in it are also available to staff on the School's intranet (shared drive, T drive).

5 Definitions

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 References to **working days** mean Monday to Friday, when the School is open during term time. The dates of terms are published on the School's website. If referrals to an external agency are required outside term time, references to **working days** are to the days on which the relevant external agency is working.
 - 5.1.2 **Safeguarding** is promoting well-being and welfare by protecting the rights of adults to live in safety, free from abuse and neglect and safeguarding and promoting the welfare of children (as defined below).
 - 5.1.3 **Safeguarding and promoting the welfare of children** is defined in KCSIE as:
 - (a) protecting children from maltreatment
 - (b) preventing impairment of children's mental and physical health or development
 - (c) ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - (d) taking action to enable all children to have the best outcomes.

- 5.1.4 Children includes everyone under the age of 18.
- 5.1.5 **DSL** means the School's Designated Safeguarding Lead. References to the DSL include the Deputy DSL (**DDSL**) where the DSL is unavailable.
- 5.1.6 Reference to **staff** includes all those who work for or on behalf of the School, regardless of their employment status, including contractors, volunteers and the Proprietor unless otherwise indicated.

6 Responsibility statement and allocation of tasks

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy and has specific responsibilities as described in Part 2 of KCSIE.
- 6.2 The Proprietor has nominated a senior board level member to take leadership responsibility for the School's safeguarding arrangements. Contact details are set out in the School contacts list at the front of this policy.
- 6.3 To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the policy up to date and compliant with the law and best practice	Head	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments, any action taken in response and evaluating effectiveness. This includes ensuring that the policy adopted by the Proprietor is understood and followed by all staff.	Head	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the GDPR	Head	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, parents) to consider improvements to the School's processes under the policy	Head	As required, and at least annually
Formal annual review	Proprietor	At least annually or earlier if required (to ensure it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt).

6.4 Designated Safeguarding Lead

- 6.4.1 The Proprietor has appointed a senior member of staff of the School's leadership team to the role of the DSL. The DSL has the necessary status and authority to take lead responsibility for all aspects of safeguarding and child protection (including online safety) throughout the School.
- 6.4.2 The DSL has the time, funding, training, resources and support to enable her to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings (and / or to support other staff to do so) and to contribute to the assessment of children. The name and contact details of the DSL are set out in the School contacts list at the front of this policy. The main responsibilities of the DSL are set out in **Appendix 4**.
- 6.4.4 If the DSL is unavailable the activities of the DSL will be carried out by the Deputy DSL. The Deputy DSL's details are also set out in the School contacts list at the front of this policy.

7 Safeguarding principles

- 7.1 The School will take reasonable steps to ensure that its pupils and others who come into contact with the School do not, as a result, come to harm or are exposed to abuse.
- 7.2 Abuse is a form of maltreatment. Somebody may abuse or neglect a person by inflicting harm, or by failing to act to prevent harm. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.
- 7.3 Any safeguarding concern raised by any person will be taken seriously and action taken in accordance with the relevant School policies and procedures.

7.4 Specific duties in relation to children

- 7.4.1 Safeguarding and promoting the welfare of children is **everyone's** responsibility.
- 7.4.2 Every pupil should feel safe and protected from any form of abuse and neglect. The indicators of abuse and neglect and examples of specific safeguarding issues are set out in **Appendix 1**.
- 7.4.3 The School is committed to acting in the best interests of the child so as to safeguard and promote the welfare of children and young people. The School requires everyone who comes into contact with children and their families to share this commitment.
- 7.4.4 We recognise that children who are abused or who witness violence may find it difficult to develop a sense of worth. They may experience feelings of helplessness, humiliation or self-blame. We will endeavour to support the pupil through the provision of a positive, supportive and secure environment.

7.5 Children with special educational needs and disabilities or health issues (also see SEN policy)

- 7.5.1 Children with special educational needs (SEN) and disabilities or certain medical or physical health conditions have particular vulnerabilities and can face additional safeguarding challenges. Staff are aware of the extra barriers which can exist when recognising abuse and neglect in this group of children. They include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's

disability without further exploration; they are more prone to peer group isolation or bullying (including prejudice-based bullying) than other children; the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; communication barriers and difficulties in managing or reporting these challenges; and cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. Any reports of abuse involving children with SEND will therefore require close liaison with the DSL or DDSL and the SENCO, or the named person with oversight for SEND.

- 7.5.2 Provisions within the Equality Act allow schools to take positive action where it is shown that it is proportionate to deal with the particular disadvantages affecting pupils with certain protected characteristics in order to meet their specific need. There is also a duty to make reasonable adjustments for disabled children and young people.
- 7.5.3 Staff should also be aware of children's mental health in regard to safeguarding. Mental health problems can, in some cases, be an indicator that a child is at risk of or suffering neglect, abuse or exploitation. Children may be offered additional sessions where they can talk about their experiences in order to support their mental health. A range of advice is available to help identify children in need of extra mental health support, this includes working with external agencies.

7.6 Children who are lesbian, gay, bi, or trans (LGBT)

- 7.6.1 The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- 7.6.2 Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.
- 7.6.3 LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse.

7.7 The School will:

- (a) follow the local inter-agency procedures of the Kingston & Richmond Safeguarding Children Partnership (KRSP)
- (b) develop effective working relationships with all other agencies involved in safeguarding children
- (c) support the child's development in ways that will foster security, confidence and resilience and to be explicit to all stakeholders that the school does not use corporal punishment
- (d) integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse

- (e) provide an environment in which children and young people feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties
- (f) ensure that all adults within our school who have access to children have been checked as to their suitability
- (g) be alert to signs of abuse both in the School and from outside and take steps to protect individuals from any form of abuse, whether from an adult or another child
- (h) deal appropriately with every suspicion or complaint of abuse and support children who have been abused in accordance with his / her agreed child protection plan
- (i) design and operate procedures which, so far as possible, ensure that staff and others who are innocent are not prejudiced by malicious, false, unsubstantiated or unfounded allegations
- (j) prepare staff to identify children who may benefit from early help;
- (k) be alert to the needs of pupils with physical or mental health conditions, special educational needs or disabilities, where additional barriers can exist when detecting abuse or neglect. The school takes the mental health of its pupils very seriously. There are many opportunities for pupils to talk about their mental health and these are reported to the Deputy who is also the SENCo. The school will engage with outside agencies if this is deemed necessary. More detailed procedures for mental health support are included in the SEN policy.
- (l) encourage a culture of listening to pupils and taking account of their wishes and feelings in any measure put in place by the School to protect them
- (m) operate robust and sensible health and safety procedures and operate clear and supportive policies on drugs, alcohol and substance misuse
- (n) assess the risk of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area
- (o) identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified; and
- (p) consider and develop procedures to deal with any other safeguarding issues which may be specific to individual pupils in the School or in the local area.

7.8 Contextual Safeguarding (Outside school factors)

- (a) Safeguarding incidents and / or behaviours can be associated with factors outside the School and / or can occur between children outside the School.
- (b) All staff, including the DSL, should consider the context within which such incidents and / or behaviours occur, for example where wider environmental factors are present in a child's life that may be a threat to their safety and / or welfare.

- (c) Children's social care should be informed of all such information to allow any assessment process to consider all available evidence and the full context of any abuse.
- (d) All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

7.9 Staff may follow the School's Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly fulfil its safeguarding responsibilities. Such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

8 Responsibilities of staff in relation to safeguarding

8.1 Staff members should maintain an attitude of "**it could happen here**" where safeguarding is concerned. When concerned about the welfare of a pupil, staff members should always act in the **best** interests of the pupil.

8.2 All staff have a duty to:

8.2.1 report any concerns they may have about the safety and/or wellbeing of pupils

8.2.2 report any concerns they may have about the safety and/or wellbeing of other persons associated with the School

8.2.3 report any safeguarding concerns about staff or anyone else associated with the School.

8.3 The procedures for doing so are set out below. If staff are unsure about the process, they should not hesitate to speak to the DSL, senior leadership team or directly to children's social care or police in their absence for guidance.

8.4 All staff should also be aware that 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.

8.5 Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. However, staff 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.

8.6 Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

8.7 If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the Designated Safeguarding Lead or a deputy.

9 What to do if staff have a concern about a pupil

9.1 If staff have **any concerns** about a child's welfare, they should act on them **immediately**. See flow chart in **Appendix 2** which sets out the process for staff when they have concerns about a child.

9.2 Anyone can make a referral, and parental consent is not required for referrals to statutory agencies.

9.3 A concern about a child is not defined and should be interpreted broadly. It may relate to a recognition that a child would benefit from extra support, to an emerging problem or to a potentially unmet need or may reflect a concern that a child may be deemed to be "in need" or at "immediate risk of harm" as defined by the Children Act 1989.

9.4 The member of staff must report the concern to the **DSL** or the **DDSL** in the DSL's absence **without delay**.

9.4.1 The contact details of the DSL and DDSL are set out in the contacts list at the front of this policy.

9.4.2 See Appendix 2 for guidance about what to do when receiving a disclosure and recording a concern.

9.5 All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse, and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

9.6 If the concern involves an allegation against staff, this must be reported in accordance with the procedures set out in Appendix 3.

9.7 Teachers must report known cases of female genital mutilation (FGM) to the police. See Appendix 1 for further information about FGM and this reporting duty. All other staff should refer FGM concerns to the DSL.

9.8 All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

9.9 What if the DSL is unavailable?

9.9.1 The DSL or the DDSL should always be available to discuss safeguarding concerns and may be contacted on their mobile phones in relation to any safeguarding concerns out of School hours.

9.9.2 If in exceptional circumstances the DSL and DDSL are unavailable, which may occur outside term time or school hours, staff must not delay taking action. Staff should speak to their line manager or a member of the senior leadership team and / or advice should be taken from children's social care. The contact details are set out at the front of this policy.

9.9.3 Where a child is suffering, or is likely to suffer from harm, a referral to children's

social care should be made immediately. Staff should be aware of the process for making referrals direct to children's social care and / or the police in these circumstances. See section 12 below for details on making a referral.

- 9.9.4 Any action should be shared with the DSL or DDSL, or a member of the senior leadership team, as soon as is practically possible.
- 9.9.5 Anyone can make a referral, and parental consent is not required for referrals to statutory agencies.

9.10 Action by the DSL

- 9.10.1 On receipt of a report of a concern, the DSL will consider the appropriate course of action in accordance with KRSP procedures and referral threshold document. Such action may include:
 - (a) managing any support for the pupil internally via the School's own pastoral support processes (seeking advice from children's social care where required)
 - (b) an early help assessment (see 10 below); or
 - (c) a referral for statutory services (see 12 below).
- 9.10.2 The views of the child will be taken into account when considering the appropriate course of action but will not be determinative.
- 9.10.3 If it is decided that a referral is not required, the DSL will keep the matter under review and give ongoing consideration to a referral if the pupil's situation does not appear to be improving.

10 Managing support for pupils internally

- 10.1 The School has a framework for the identification, assessment, management and review of risk to pupil welfare so that appropriate action can be taken to reduce the risks identified. See school's risk assessment policy for pupil welfare.
- 10.2 The DS team will draw up an action plan based on the Child in Need Plan to put in place appropriate support and help, including input from SENCO and other teaching staff.
- 10.3 All pupils are taught about how to keep themselves safe and what to do if they are worried through the activities such as school's PHSE programme, school assemblies, online safety teaching and visits by outside speakers such as the NSPCC.
- 10.4 Information is displayed around the school as to who children can talk to about their concerns.

11 Early help

- 11.1 Early help means 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. The School understands that providing early help is more effective in promoting the welfare of children than reacting later.
- 11.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of

specific safeguarding issues and those pupils who may face additional safeguarding challenges. Staff should be particularly alert to the potential need for early help for a child who:

- 11.2.1 is disabled and has specific additional needs
 - 11.2.2 has special educational needs (whether or not they have a statutory education, health and care plan)
 - 11.2.3 has a mental health need
 - 11.2.4 is a young carer
 - 11.2.5 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - 11.2.6 is frequently missing / goes missing from care or from home
 - 11.2.7 is misusing alcohol and other drugs themselves
 - 11.2.8 is at risk of modern slavery, trafficking or exploitation
 - 11.2.9 is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - 11.2.10 is looked after or who has returned home to their family from care
 - 11.2.11 is showing early signs of abuse and / or neglect
 - 11.2.12 is at risk of being radicalised or exploited
 - 11.2.13 is at risk of child on child abuse or sexual harassment
 - 11.2.14 is a privately fostered child and
 - 11.2.15 is persistently absent from education, including persistent absences for part of the school day.
- 11.3** A member of staff who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Children Partnership referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- 11.4** If early help is appropriate, staff may be required to support other agencies and professionals in an early help assessment and will be supported by the DSL in carrying out this role. In some cases staff may be required to take a lead role.
- 11.5** The matter will be kept under review and consideration given to a referral to children's social care for assessment for statutory services if the pupil's situation appears to be getting worse, or does not appear to be improving.
- 12 Making a referral**
- 12.1** **Where a child is suffering, or is likely to suffer from harm, a referral to children's social care (and if appropriate the police) should be made immediately.** The contact details for children's social care (SPA) are set out at the front of this policy.
- 12.2** **Statutory assessments**

- 12.2.1 Children's social care may undertake a statutory assessment under the Children Act 1989 into the needs of the child. It is likely that the person making the referral will be asked to contribute to this process. Statutory assessments include:
- (a) **Children in need:** A child in need is a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in need may be assessed under section 17 of the Children Act 1989.
 - (b) **Children suffering or likely to suffer significant harm:** Local authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.
- 12.3** Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm.
- 12.4** Staff required to make a direct referral may find helpful the flowchart set out in KCSIE and the flowcharts set out in Chapter 1 of WTSC for information about the likely actions and decisions required.
- 12.5** Staff will need to have access to certain information about the child and the safeguarding concern in order to make the referral. In general terms, this information will comprise:
- 12.5.1 personal details of the child including the child's developmental needs
 - 12.5.2 detailed information about the concern
 - 12.5.3 information about the child's family and siblings including the capacity of the child's parents or carers to meet the child's developmental needs and any external factors that may be undermining their capacity to parent.
- 12.6** If the referral is made by telephone, this should be followed up in writing.
- 12.7** If the referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.
- 12.8** Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 12.9** Following a referral, if the child's situation does not appear to be improving, the local escalation procedures should be followed to ensure that the concerns have been addressed and that the child's situation improves.
- 13 Allegations against pupils – child on child abuse**
- 13.1** All staff recognise that inappropriate behaviour between pupils should always be challenged and never underplayed or described as 'just banter'. We have a zero tolerance policy towards child on child abuse and recognise that, even if there are no reports of child on child abuse, that does not mean that it is not happening.
- 13.2** All staff recognise that peer on peer abuse can occur inside or outside school or online.

- 13.3** Staff recognise that a child may not find it easy to talk about their abuse and that they may overhear conversations which suggest that a child has been harmed or receive a report from a friend of the child. Any concerns of this nature need to be reported to the DSL. It is also important for staff to challenge abusive behaviours between peers.
- 13.4** Allegations against pupils should be reported in accordance with the procedures set out in this policy (see section 8 above). If harmful sexual behaviour is alleged to have occurred, the DSL will have regard to Part 5 KCSIE and take into account the local response of the police and children's social care to these issues. The views of the alleged victim will be taken into account but will not be determinative.
- 13.5** Appropriate systems are in place for children to confidently report abuse, knowing their concerns will be treated seriously. Support will be provided for victims, perpetrators and any other children affected.
- 13.6** It is recognised that even if there are no reported cases of child on child abuse, such abuse may still be taking place and is simply not being reported.
- 13.7** It is more likely that girls will be victims and boys perpetrators, but all child on child abuse is unacceptable and will be taken seriously.
- 13.8** A pupil against whom an allegation of abuse has been made may be suspended from the School as a neutral measure during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care and / or the police, as appropriate, on when and how to inform the pupil and his / her parents about the allegations and how investigation of such allegations will be conducted. The School will carry out risk assessments and take all appropriate action to ensure the safety and welfare and continued education of all pupils including the pupil or pupils accused of abuse.
- 13.9** 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 relevant agencies, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.
- 13.10** All those involved in such allegations will be treated as being at risk and in need of support and the safeguarding procedures in accordance with this policy will be followed. Victims may suffer from possible health needs such as physical, mental and sexual health problems. Appropriate support will be provided to all pupils involved, including support from external services as necessary. If an allegation should be found to be unfounded, the DSL will consider whether the child who made the allegation is in need of support or may have been abused by someone else.
- 13.11** The School will attempt to minimise the risk of peer-on-peer abuse through supervision of potential 'hot spots' for example
- 14 What to do if staff have a concern about someone else's welfare**
- 14.1** Staff who have concerns about the welfare of others or any other safeguarding issue not expressly covered by this policy, should report them.
- 14.2** In the absence of an express procedure about reporting, they should report such concerns to their line manager in the first instance.

15 Allegations against staff

15.1 The School has procedures for dealing with allegations against staff:

15.1.1 The procedures in this policy apply to staff who pose a risk of harm to children and to strike a balance between the need to protect children from abuse and the need to protect staff from malicious, false, unsubstantiated or unfounded allegations.

These procedures are set out in **Appendix 3** and follow Part 4 of KCSIE.

15.1.2 The School will follow its employment procedures for dealing with any other concern raised about staff, involving external agencies as appropriate.

15.2 Detailed guidance is provided to staff to ensure that all staff are clear on the rules of conduct and the expectations of the School in relation to contact with pupils, parents, colleagues and any other person who comes into contact with the School. This guidance is contained in the Employment Manual and Staff Code of Conduct Policy and includes details of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

16 Low-level concerns

16.1 The arrangements for low-level concerns allow for sharing confidentially such concerns which are clear, easy to understand and implement. Whether all low-level concerns are shared initially with the DSL or with the Head is a matter for the School to decide. If the former, then the DSL should inform the Head of all the low-level concerns and in a timely fashion according to the nature of each particular concern. The Head is the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some concerns and/or the role of the DSL in some schools, the Head may wish to consult with the DSL and take a more collaborative decision making approach.

16.2 The DSL will maintain a record of any concerns raised, including low level concerns, such as being overly friendly with pupils, having favourites, engaging with a child behind a closed door etc. This record will include details of the concern, how the concern arose and actions taken. All low level concerns will be dealt with promptly. Records will be kept securely and reviewed to notice any patterns of concerning behaviour and kept until the person is no longer in employment. Low-level concerns that do not meet the harms test are addressed separately in the staff code of conduct. Concerns can be discussed with the LADO service (see: key external contacts). The purpose is to create and embed a culture of openness, trust and transparency in which the School's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff.

17 Informing parents

17.1 Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL will need to consult the Head, the LADO, children's social care, the police and / or the pupil before discussing details with parents.

17.2 In all cases, the DSL will be guided by the KRSC referral threshold document.

17.3 See also **Appendix 3** for details about the disclosure of information where an allegation has been made against a member of staff.

18 Use of School premises for non-school activities

18.1 In the event that the school hires or rents out the facilities/premises to organisation or individuals (for example to community groups, sports associations or service providers to run community or extra-curricular activities) they should ensure that appropriate arrangements are in place to keep children safe.

18.2 When services or activities are provided under the direct supervision or management of the school staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body that is not necessarily the case. The School should therefore seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll. The school should also ensure safeguarding requirements are included in any transfer of control agreement (ie. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement. The guidance on 'Keeping children safe in out-of-school settings' details the safeguarding arrangements that schools should expect these providers to have in place. It should be noted that even where an organisation has its own safeguarding policy, they are required to follow the School's policy.

18.3 The School will liaise with the Safeguarding Governor to ensure that the required arrangements are in place.

19 Additional reporting

19.1 In addition to the reporting requirements explained above, the School will consider whether it is required to report safeguarding incidents to any other regulatory body or organisation, including but not limited to:

19.1.1 Health and Safety Executive

The School is legally required under RIDDOR to report certain incidents to the Health and Safety Executive. Please see the School's Health and Safety Policy.

19.1.2 Insurers

The School will consider whether it is necessary to report a safeguarding incident to the relevant insurers and / or brokers. It maybe necessary to report to a number of insurers as there any be concurrent cover under existing and historic policies.

Care should be taken to ensure this is done before renewal to ensure that the school complies with its duties under the Insurance Act 2015. If the School is in any doubt with regard to the correct insurer and / or policy and / or if it is unable to locate the relevant insurer, professional advice should be sought.

20 Safer recruitment and supervision of staff (See also the School's separate Safer Recruitment Policy).

20.1 The School is committed to practising safer recruitment in checking the suitability of staff (including staff employed by another organisation).

20.2 We will do all we can to ensure that all those working with children in our school are suitable people. This involves scrutinising applicants, verifying their identity, address, date of birth, checking qualifications, medical checks and obtaining references, as well as the

mandatory DBS and other checks according to their role.

- 20.3** DBS checks and checks of identity and background information will be made in accordance with school's procedure on employment.
- 20.4** Checks will also be made on any staff who may work with our pupils on other sites.
- 20.5** Staff recruited from overseas are required to have an enhanced DBS check and whatever checking is available from their own country and any agencies that may be involved, with note taken of DfE guidance.
- 20.6** Supply staff may not start work until the DfE Standard 4A has been reached and checking with relevant supply agencies and obtain written confirmation that all appropriate checks have been carried out.
- 20.7** External club providers and temporary staff who work with children are made aware of our safeguarding arrangements. A proportional risk based approach is taken as to the level of information provided to temporary staff and volunteers.
- 20.8** The School maintains a single central register of appointments for all staff.
- 20.9** Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's safer recruitment policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.
- 20.10** The School's protocol for ensuring that visiting speakers are suitable and appropriately supervised is set out in the School's separate Visitors Policy.

21 Use of mobile technology

21.1 The School's policy on the use of mobile technology, including phones and cameras, in the School, is as follows:

- 21.1.1** the School's acceptable use policy for pupils which sets out the expectations on pupils. Pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises without prior permission.
- 21.1.2** all staff (including staff in the EYFS setting) should use mobile devices and cameras in accordance with the guidance set out in the Employment Manual.
- 21.1.3** parents of all pupils (including parents of pupils in the EYFS setting) may bring mobile devices onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

21.2 The School's approach to online safety is set out in the School's Anti-Bullying Policy.

22 Filtering and monitoring

22.1 Recognising the growing reliance on technology for education, the School will do all that they reasonably can to limit children's exposure to online risks from their IT system. As part of this process, the School has appropriate filtering and monitoring systems in place and regularly review their effectiveness.

22.2The leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. All staff receive training on filtering and monitoring, even if their role does not involve directly handling concerns.

22.3The number of and age range of the children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks will be taken into account.

22.4In order to meet this duty, the School will use the DfE guidance on 'Filtering and monitoring standards' which set out that they should:

22.4.1 Identify and assign roles and responsibilities to manage filtering and monitoring systems;

22.4.2 Review filtering and monitoring provision at least annually;

22.4.3 Block harmful and inappropriate content without unreasonably impacting teaching and learning;

22.4.4 Have effective monitoring strategies in place that meet their safeguarding needs.

22.5The Safeguarding Governor will discuss and review the School's filtering and monitoring arrangements with the DSL on an annual basis.

23 Training

23.1 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

23.2 The level and frequency of training depends on role of the individual member of staff.

23.3 The School maintains written records of all staff training.

23.4 All training will be carried out in accordance with the KRSP procedures where possible.

23.5 Induction

23.5.1 All staff, including temporary staff and volunteers, will be provided with induction training that includes:

23.5.1.1 this policy

23.5.1.2 the role, identity and contact details of the DSL and his / her Deputy

23.5.1.3 the behaviour and discipline policy for pupils

23.5.1.4 the staff code of conduct including the whistleblowing policy, staff/pupil relationships, low-level concerns and the staff social media and acceptable use policies

23.5.1.5 the safeguarding response to children who are absent from education

23.5.1.6 the School's approach to online safety

23.5.1.7 safeguarding training in accordance with the KRSP procedures

including guidance on managing a report of peer-on-peer harmful sexual behaviour

- 23.5.1.8** a copy of KCSIE Part 1 (or Annex A if determined by the proprietor as appropriate)
- 23.5.1.9** Annex B for school leaders and staff who work directly with children
- 23.5.1.10** appropriate Prevent duty training; and
- 23.5.1.11** training in children's mental health (via EduCare)

23.6 Safeguarding training

- 23.6.1** All staff including the Head will receive a copy of this policy and KCSIE Part 1 (or where appropriate, **Annex A**) and will be required to confirm that they have read and understand these. School leaders and those who work directly with children also read **Annex B**
- 23.6.2** The Head and all staff members will undertake appropriate safeguarding training which will be updated every year and following consultation with KRSP. In addition, all staff members will receive safeguarding and child protection updates via email, the Andrew Hall weekly e-briefing and weekly staff meetings. These will be in line with KRSP advice, to include Prevent and online safety.
- 23.6.3** Staff development training will also include training on online safety and Prevent duty training assessed as appropriate for them by the School. Staff will also be trained to be aware of their role in the local early help process.
- 23.6.4** Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, harmful sexual behaviour, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 23.6.5** All staff will be trained on how to manage a report of child on child sexual violence and sexual harassment (part 5 KCSIE). See **Appendix 6** for Flowchart
- 23.6.6** The Board Level Lead for Safeguarding will receive additional appropriate training to enable them to fulfil their safeguarding responsibilities. Following KCSIE 2023, all governors receive appropriate safeguarding and child protection (including online) training at induction, and this should be regularly updated. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures are effective.
- 23.6.7** The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant knowledge, skills and experience to safeguard children effectively, including questionnaires, staff meetings, and professional development reviews. This includes information on how staff can report concerns occurring out of hours/out of term time

23.7 Designated Safeguarding Lead (DSL)

23.7.1 The DSL and Deputy DSL will undertake training at least every two years to provide them with the knowledge and skills required to carry out the role. This training includes inter-agency working and Prevent awareness training, plus informal updates.

23.7.2 In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 4.

23.7.3 Prevent duty training will be consistent with Home Office Workshop to Raise Awareness of Prevent (**WRAP**) training if available.

23.8 Teaching pupils about safeguarding

23.8.1 Pupils are taught how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

23.8.2 Relevant topics will be included within Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects, the School has regard to the relevant statutory guidance.

23.8.3 Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepared pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry/ homophobia, biphobic and sexual violence/harassment. The School has a clear set of values and standards, upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based PSHE/RSE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme will be fully inclusive and developed to be age and stage of development appropriate (especially when consider the needs of children with SEN and other vulnerabilities). This program will tackle at an age-appropriate stage issues such as:

- healthy and respectful relationships
- Boundaries and consent
- Stereotyping, prejudice and equality
- Body confidence and self-esteem
- How to recognise an abusive relationship, including coercive and controlling behaviour
- The concepts of, and laws relating to sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and

- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

23.8.4 The School teaches pupils about safeguarding through the curriculum and PSHE. This includes guidance on adjusting behaviour to reduce risks, particularly online, building resilience to protect themselves and their peers, fostering healthy and respectful relationships with others and providing information about who they should turn to for help.

23.8.5 Pupils are taught about harmful sexual behaviours, including sexual violence, up-skirting and sexual harassment, through PSHE education appropriate to their age and stage of development.

23.8.6 Pupils are given the opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised, including the processes for reporting a concern about a friend or peer, and how any report will be handled.

23.8.7 The safe use of technology is a focus in all areas of the curriculum and key online safety messages are reinforced as part of assemblies and tutorial / pastoral activities. The School has appropriate filters and monitoring systems in place (see the online safety policy) and is mindful that this should not lead to unnecessary restrictions on learning.

24 Risk assessment

24.1 Where a concern about a pupil's welfare is identified, the risks to that pupil's welfare will be assessed and appropriate action will be taken to reduce the risks identified.

24.2 The format of risk assessment may vary and may be included as part of the School's overall response to a welfare issue, including the use of individual pupil welfare plans (such as behaviour, healthcare and education plans, as appropriate). Regardless of the form used, the School's approach to promoting pupil welfare will be systematic and pupil focused.

24.3 The Head has overall responsibility for ensuring that matters which affect pupil welfare are adequately risk assessed and for ensuring that the relevant findings are implemented, monitored and evaluated.

24.4 Day to day responsibility to carry out risk assessments under this policy will be delegated to the DSL who has been properly trained in, and tasked with, carrying out the particular assessment.

25 Monitoring and review

25.1 The DSL will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Proprietor as necessary and seeking contributions from staff. The DSL will update the Senior Management Team regularly on the operation of the School's safeguarding arrangements.

25.2 Any safeguarding incidents at the School will be followed by a review of these procedures by the DSL and a report made to the Proprietor. Where an incident involves a member of staff, the LADO will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to safeguarding arrangements at any time will be remedied without delay.

25.3The Proprietor will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. Governing bodies and proprietors have a strategic leadership responsibility for their School's safeguarding arrangements and must ensure that they are effective, and comply with the law at all times. The Governing body ensures that, as part of the requirement for staff to undergo regular updated safeguarding training, including in relation to online safety and for children to be taught about safeguarding, including in relation to online safety, that safeguarding training for staff is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

25.4The DSL will prepare a written report commissioned by the Proprietor. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The Proprietor should also consider independent corroboration, such as:

25.4.1 inspection of records or feedback from external agencies including the LADO

25.4.2 reports of ISI inspections

25.4.3 the outcome of any relevant parental complaints; and

25.4.4 press reports.

25.5The Proprietor will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Proprietor will be made.

26 Record keeping

26.1All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. Records should include:

- a clear and comprehensive summary of the concern
- details of how the concern was followed up and resolved
- a note of any action taken, decisions reached and the outcome.

26.2The records created in accordance with this policy may contain personal data. The School has a number of privacy notices which explain how the School will use personal data for the benefit of pupils and parents. The privacy notices are published on the School's website. In addition, staff must ensure that they follow ILG's data protection policies and procedures when handling personal data created in connection with this policy.

26.3All records created in accordance with this policy are managed in accordance with the School's and ILG's policies that apply to the retention and destruction of records.

26.4 Insofar as pupil records are concerned:

26.4.1 Staff must record all concerns about a pupil on the School's online reporting system, 'My Concern'. Guidance on record keeping is set out in **Appendix 2**.

26.4.2 The DSL will open a child protection file following a report to her of a child protection concern about a pupil. The DSL will record all discussions with both colleagues and external agencies, decisions made and the reasons for them and detail of the action taken.

26.4.3 Reports will be regularly reviewed to highlight any patterns of concerning behaviour and inform any changes in procedures or actions.

26.5 Information sharing and multi-agency working

26.5.1 The School will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. The School will always act in order to safeguard and promote the welfare of others.

26.5.2 Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes.

26.5.3 The School understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people. Fears about sharing information will not stand in the way of the need to promote the welfare, and protect the safety, of pupils, which is always the School's paramount concern. The School understands that the GDPR and Data Protection Act 2018 provide a framework to ensure that personal information is shared appropriately.

26.5.4 The School will co-operate with children's social care, and where appropriate the police, to ensure that all relevant information is shared for the purposes of early help assessments, and assessments and child protection investigations under the Children Act 1989.

26.5.5 Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and children's social care to agree the information that should be disclosed and to whom.

26.5.6 While the School will share information with those involved where and when it is appropriate to do so, they may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.

27 Version control

Date of adoption of this policy	September 2020
Date of last review of this policy	September 2023
Date for next review of this policy	September 2024
Policy owner (SMT)	Head/Designated Safeguarding Lead
Policy owner (Proprietor)	ILG

Appendix 1 Indicators of abuse

1 Types of abuse

1.1 KCSIE defines the following indicators of abuse and neglect, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another. Staff should have an understanding that children can be at risk of harm inside and outside of the School, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect, so that staff are able to identify cases of children who may be in need of help or protection.

1.2 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

1.3 **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.

1.3.1 Physical abuse can happen to any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens.

1.3.2 Some of the following signs may be indicators of physical abuse:

- a) Unexplained injuries such as eye injuries, cuts, split lips, swollen pelvis, hair pulled out, any injuries not consistent with the explanation given for them or several different explanations provided for an injury
- b) Bruising in the following areas: around the mouth, two simultaneous bruised eyes, multiple bruising to the head or face, outlines of objects such as a hairbrush, belt marks etc bruising or tears around the earlobes indicating injury by pulling or twisting, bruising on the arms, buttocks and thighs maybe an indicator of sexual abuse
- c) Bite marks: these leave clear impressions of teeth. Human bite marks are oval or crescent in shape. Those over 3cm diameter are more likely to have been caused by an adult or older child
- d) Burns or scalds (although it is difficult to distinguish between accidental and non-accidental). Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods, iron or electrical fire elements and burns of uniform depth over a large area
- e) Fractures may cause pain, swelling and discolouration over a bone or joint
- f) Scars of different sizes or ages on different parts of the body may suggest abuse

- g) The parents (or carer) are disinterested or undisturbed by an accident or injury
- h) Family use of different doctors and A&E departments
- i) Parents are absent without good reason when their child is presented for treatment
- j) Repeated presentation of minor injuries (which may represent a cry for help and if ignored could lead to a more serious injury)
- k) Injuries that have not received medical attention
- l) Instances where children are kept away from the group or school inappropriately
- m) Reluctance to change for, or participate in games or swimming
- n) Refusal to discuss injuries
- o) Fear of medical help
- p) Self-destructive tendencies
- q) Aggression towards others
- r) Changes or regression in mood or behaviour particularly where a child withdraws or becomes clinging.

1.4 **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 from 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.

- 1.4.1 The effects of emotional abuse might take a long time to be recognisable. It may be in the way a parent interacts with their child. Emotional abuse may involve deliberately telling a child that they are worthless, unloved and inadequate. It may involve not giving a child opportunity to express their views, deliberately silencing them or 'making fun' of what they have to say or how they communicate. Emotional abuse may involve serious bullying, including cyberbullying through social networks, online games or mobile phones by peers.
- 1.4.2 Emotional abuse may be difficult to recognise because the signs are usually behavioural rather than physical. The indicators of emotional abuse might also signify the presence of other kinds of abuse.
- 1.4.3 Some of the following signs may be indicators of emotional abuse:

- a) Developmental delay
- b) Children who are excessively withdrawn, fearful, or anxious about doing/saying something wrong
- c) Parents or carers blaming their problems on their child and who humiliate their child, for example by name-calling or making negative comparisons
- d) Overreacting to mistakes
- e) Continual self-depreciation
- f) Appeasing behaviour towards others
- g) Withdrawn or seen as a 'loner', difficulty relating to others
- h) Sudden speech disorders
- i) Change or regression in mood or behaviour, particularly where a child withdraws or becomes clinging and finds it difficult to relate to others
- j) Nervousness, frozen watchfulness
- k) Sudden under-achievement, lack of concentration, low self-esteem or lack of confidence
- l) Inappropriate relationships with peers and/or adults
- m) Aggressive behaviour, for example rocking, hair twisting, excessive thumb sucking
- n) Self-mutilation
- o) Attention seeking behaviour
- p) Running away, stealing or lying
- q) Fear of parents being contacted
- r) Persistent tiredness

1.5 **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. Up-skirting is also a form of sexual abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education. Child sexual exploitation is also a form of sexual abuse.

- 1.5.1 Many children and young people who are victims of sexual abuse do not recognise themselves as such. A child may not understand what is happening and may not even understand that it is wrong. Sexual abuse can have a long-term impact on mental health.
- 1.5.2 Recognising sexual abuse can be difficult unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional and behavioural. Boys and girls of any age may be sexually abused and are often scared to say anything due to fear and/or guilt. It is particularly difficult for a child to talk about their sexual abuse. Disclosure can often initially be indirect as the child tests the professional's response.
- 1.5.3 Some of the following signs may be indicators of sexual abuse:
- a) Child with excessive preoccupation with sexual matters and detailed knowledge of adult sexual behaviour, or who regularly engages in sexual play or conversation inappropriate to their age group
 - b) Self-harm (including eating disorders), self-mutilation or suicide attempts
 - c) Pain or itching of genital area or blood on underclothes
 - d) Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted diseases, presence of semen on vagina, anus, external genitalia or clothing
 - e) Bloodstains on underwear
 - f) Sexual activity through words, play or drawing or inappropriate masturbation
 - g) Child who is sexually provocative or seductive with adults
 - h) Extreme shyness about changing in front of peers or adults for swimming or games
 - i) Parents may ask staff not to undress or change their child
 - j) Inappropriate bed-sharing arrangements at home
 - k) Severe sleep disturbances with fears, phobia, vivid dreams or nightmares, sometimes with overt or veiled sexual connotations
 - l) Behaviour indicative of excess adult responsibilities at home, for example a child who takes over the mothering role/wifely responsibilities whether or not the mother lives at home
- 1.6 **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, for example, 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.

- 1.6.1 Children who are neglected often also suffer from other types of abuse. Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs which could impair their ability to keep a child safe or result in them prioritizing purchasing drugs or alcohol over food, clothing or warmth of the child. Neglect may occur during pregnancy because of maternal drug or alcohol abuse. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- 1.6.2 Some of the following signs may be indicators of neglect:
- a) Evidence of neglect is built up over a period of time and can cover different aspects of parenting
 - b) Lack of adequate food and clothing
 - c) Children who are living in a home that is indisputably dirty or unsafe
 - d) Poor personal hygiene and health care
 - e) Lack of provision of shelter including exclusion from home and abandonment
 - f) Children who are living in dangerous conditions i.e. around drugs of alcohol or violence
 - g) A child seen to be listless, apathetic and unresponsive with no apparent medical cause
 - h) Emaciation
 - i) Failure of a child to grow within the normal expected pattern, with accompanying weight loss
 - j) Children feeling unloved and insecure
 - k) Children who thrive away from the home environment
 - l) Frequent lateness or non-attendance at school
 - m) Parents who fail to seek medical treatment when their children are unwell or injured
 - n) Destructive tendencies
 - o) Low self esteem
 - p) Poor social relationships
 - q) Running away
 - r) Child left with inappropriate carers e.g. who are too young or complete strangers
 - s) Child left alone with adults who are intoxicated or violent

t) Child abandoned or left alone for excessive periods.

*It is important to note that not all the above signs as indicators that abuse has definitely taken place but that the possibility should be considered. Such signs should make us stop and think but not jump to ill measured conclusions.

2 Serious Violence: it is recognised that a child has an increased risk of being involved in serious violence if they are: male, have frequently been absent from or excluded from school, have experienced child maltreatment or have been involved in offending such as theft or robbery. All staff should be aware of the indicators, which may signal 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, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

3 Signs of abuse

3.1 Possible signs of abuse include, but are not limited to:

- 3.1.1 the pupil says he / she has been abused or asks a question or makes a comment which gives rise to that inference
- 3.1.2 there is no reasonable or consistent explanation for a pupil's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries
- 3.1.3 the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the pupil's behaviour
- 3.1.4 the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons
- 3.1.5 the pupil's development is delayed, the pupil loses or gains weight or there is deterioration in the pupil's general well-being
- 3.1.6 the pupil appears neglected, e.g. dirty, hungry, inadequately clothed
- 3.1.7 the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers; and
- 3.1.8 inappropriate behaviour displayed by other members of staff or any other person working with children, for example inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.
- 3.1.9 Problems with mental health. Staff should be aware of children's mental health, although only an appropriately trained professional should make a formal diagnosis. However, staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are *also* safeguarding concerns with the Designated SafeguardingLead (DSL).

- 3.2 The Local Safeguarding Children Partnership can provide advice on the signs of abuse and the DfE advice What to do if you're worried a child is being abused (March 2015) provides advice in identifying child abuse. The NSPCC website is also a good source of information and advice.

4 Specific safeguarding issues

- 4.1 All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education or absent from education and consensual and non-consensual sharing of nudes and semi-nudes and/or videos can be signs that children are at risk.
- 4.2 Statutory guidance acknowledges the following as specific safeguarding issues:
- 4.2.1 child abduction and community safety incidents
 - 4.2.2 children and the court system (see below)
 - 4.2.3 bullying including cyberbullying and sexting (see below)
 - 4.2.4 children missing education (CME) or absent from education (see below)
 - 4.2.5 children with family members in prison (see below)
 - 4.2.6 child sexual exploitation (see below)
 - 4.2.7 child criminal exploitation (see below)
 - 4.2.8 county lines (see below) and/or gangs
 - 4.2.9 modern slavery and the National Referral Mechanism
 - 4.2.10 Cybercrime
 - 4.2.11 domestic abuse (DA) (see below)
 - 4.2.12 homelessness (see below)
 - 4.2.13 so-called 'honour-based' violence (including FGM and forced marriage)
 - 4.2.14 Female genital mutilation (FGM) and mandatory reporting for teachers(see below)
 - 4.2.15 Forced Marriage (see below)
 - 4.2.16 Mental health
 - 4.2.17 preventing radicalisation (see below)
 - 4.2.18 The Prevent Duty and Channel
 - 4.2.19 child on child abuse (see below)
 - 4.2.20 sexual violence and sexual harassment between children in schools and colleges (see below)
 - 4.2.21 Upskirting
 - 4.2.22 Contextual safeguarding – which seeks to understand child protection risks from beyond the family. This becomes of increasing importance for

adolescents who naturally begin to spend more time out of their home and under the influence of their peers.

4.3 Further advice and links to guidance on these specific safeguarding issues can be found in Annex B of KCSIE 2023. Staff should be particularly aware of the safeguarding issues set out below.

4.4 **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. The below is a link to a guide to support children aged 5-11 <https://www.government/publications/young-witness-booklet-for-5-to-11-year-olds>

At WHS we carefully monitor children whose parents are separating or divorcing and are aware that child arrangements via family courts following the separation can be stressful and entrench conflict in families. The following document has information on the dispute resolution service for parents:

<https://helpwithchildarrangements.service.justice.gov.uk>

4.5 **Bullying including cyberbullying and sexting.** This can cause psychological, emotional, behavioural and physical repercussions that can stem from victimisation. Refer to www.kidscape.org.uk or www.childnet.com (see Anti-bullying policy, online safety policy and sexting 2.14)

4.6 **Children missing or absent from education**

4.6.1 Children going missing or absent, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about his / her welfare.

4.6.2 Where reasonably possible the School will hold more than one emergency contact for each pupil.

4.6.3 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

4.6.4 This will assist the local authority to:

(a) fulfil its duty to identify children of compulsory school age who are missing from education; and

(b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

4.6.5 The School shall inform the local authority of any pupil who:

(a) fails to attend School regularly; or

(b) has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

- (c) When a parent indicates that they wish to educate their child at home in which case the school, local authority and other key professionals will work together. This is especially important if the child has special educational needs or disabilities or has a social worker. The School will inform the local authority of all deletions from their admission register when a child is taken off roll, including any child enrolled in Elective Home Education (ELE).

4.7 **Children with family members in prison.** Approximately 200,000 children have a parent in England & Wales sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Nicco provides information to support children <http://www.nicco.org.uk/>

4.8 **Child sexual exploitation (CSE)**

4.8.1 Child sexual exploitation is a form of 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.

4.8.2 Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

4.8.3 CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of the on social media.

4.8.4 CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited, eg. they believe they are in a genuine romantic relationship.

4.8.5 Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

4.9 **Child Criminal Exploitation (CCE)**

- 4.9.1 Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.
- 4.9.2 Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt.
- 4.9.3 It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.
- 4.9.4 Further information about CSE and CCE including definitions and indicators is included in **Annex B** KCSIE Sept 23.

4.10 **County Lines.** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

4.11 **Domestic abuse.** The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

4.12 **Homelessness.** Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

4.13 Honour-based violence

- 4.13.1 All forms of so called honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of preserving "honour" often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding action to take. Staff should speak to the DSL if they have any doubts.
- 4.13.2 If appropriate, the DSL will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

4.14 Female genital mutilation (FGM)

- (a) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- (b) There is a range of potential indicators that a child or young person may be at risk of FGM. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (HM Government, April 2016) (pages 59-61 focus on the role of schools).
- (c) All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.
- (d) If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory reporting of female genital mutilation - procedural information (December 2016) for further details about the duty.
- (e) Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

4.15 Forced marriage

- 4.15.1 Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a

person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

- 4.15.2 Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the Multi-agency guidelines: handling case of forced marriage (HM Government, June 2014).
- 4.15.3 Staff should speak to the DSL if they have any concerns. Pages 32-36 of the Multi-agency guidelines: handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced Marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.
- 4.15.4 Since February 2023, it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages.

4.16 Preventing Radicalisation

- 4.16.1 The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism.
- 4.16.2 The School aims to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

The School has adopted the government's definitions for the purposes of compliance with the Prevent duty:

Extremism: *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"*

Radicalisation: *"the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."*

- 4.16.3 There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

- 4.16.4 It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. 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 the DSL making a referral to the Channel programme, having consulted Channel duty guidance: protecting vulnerable people from being drawn into terrorism (HM Government, April 2015).
- 4.16.5 The DfE and Home Office's briefing note The use of social media for online radicalisation (July 2015) includes information on how social media is used to radicalise young people and guidance on protecting pupils at risk.

4.17 Child on child (formerly known as peer on peer)

- 4.17.1 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.
- 4.17.2 Staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.
- 4.17.3 Safeguarding issues can manifest themselves via child on child abuse. This includes, but is not limited to:
- (a) bullying (including cyber-bullying, prejudice-based and discriminatory bullying)
 - (b) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
 - (c) physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - (d) sexting (also known as youth produced sexual imagery)
 - (e) sexual violence, such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence)
 - (f) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse
 - (g) causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - (h) consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual

imagery). The School will follow the UKCIS Education Group publication on 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared

- (i) up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- (j) initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

4.17.4 Harmful sexual behaviour is an umbrella term that includes sexual violence and sexual harassment. The School recognises that problematic, abusive and violent sexual behaviours are inappropriate and may cause developmental damage. Harmful sexual behaviour can occur online and offline (both physical and verbal) and the School recognises the gendered nature such behaviour can take. Also see below. Harmful sexual behaviour, like all child on child abuse, is never acceptable and will be taken seriously

4.17.5 The School takes steps to minimise the risk of all types of child on child abuse. The School has robust anti-bullying procedures in place (see the School's anti-bullying policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk including the particular vulnerabilities of those with a special educational need or disability (see the School's risk assessment policy for pupil welfare).

4.17.6 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or "just having a laugh" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable.

4.17.7 All staff should be aware that children may not feel ready or may not know how to tell someone they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

4.18 Sexual violence and sexual harassment between children

4.18.1 Sexual violence and sexual harassment can occur between two or more children of any age or sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of

children.

4.18.2 Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The School will respond to allegations seriously and all victims will be offered appropriate support.

4.18.3 The School is aware of the importance of:

- (a) making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- (b) not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- (c) challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, up-skirting, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

4.18.4 References to **sexual violence** are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

4.18.5 References to **sexual harassment** mean "unwanted conduct of a sexual nature" that can occur online and offline. In the context of child on child sexual harassment, it is likely to: violate a child's dignity; and/or make them feel intimidated, degraded or humiliated; and/or create a hostile, offensive or sexualised environment.

4.18.6 The DfE guidance Sexual violence and sexual harassment between children in schools and colleges provides further detailed advice.

4.19 **Sexting**

4.19.1 "Sexting" means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

4.19.2 The School treats all incidences of sexting as safeguarding matters to be actioned in accordance with this policy.

4.19.3 Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the content of the images as reported to them.

4.19.4 The DSL may in exceptional circumstances view images with the prior approval of the Head and only where:

- (a) it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents

- (b) it is necessary to report the image to a website or agency to have it taken down; or
- (c) a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

4.19.5 Where viewing an image is unavoidable:

- (a) viewing should take place on School premises wherever possible;
- (b) the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- (c) a senior member of staff should be present to monitor and support the person viewing the image. This member of staff should not view the image;
- (d) full details of the viewing must be recorded in the School's safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
- (e) any member of staff who views an indecent image should be given appropriate support.

4.19.6 If any devices need to be confiscated (whether in order to view the image(s) or to pass evidence to the appropriate authority), they should be turned off and locked away securely until they are required.

4.19.7 If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

4.19.8 If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

4.19.9 If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider (if an option is provided), or contacting the Internet Watch Foundation or ChildLine (if the website does not provide this option).

4.19.10 Where a pupil receives unwanted images, the School should advise the pupil and his / her parents of options that may be available to block the sender or to change the pupil's mobile phone number or email address.

4.19.11 The UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) contains details of support agencies and provides further information for schools on how to responding to incidents of sexting.

4.19.12 The College of Policing has also produced a briefing note Police action in response to youth produced sexual imagery ("sexting") (November 2016) which provides information on how police forces treat instances

of sexting by young persons.

5 Special educational needs and disabilities

- 5.1 The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's policy on special educational needs and learning difficulties and disability policy.
- 5.2 Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:
 - 5.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration
 - 5.2.2 pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
 - 5.2.3 there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

6 Looked after children and previously looked after children

6.1 The Proprietor ensures that staff have the skills, knowledge and understanding to keep looked after children safe and the information they need in relation to a child's looked after legal status, for example:

6.1.1 whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order

6.1.2 contact arrangements with birth parents or those with parental responsibility

6.1.3 information about a child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

6.2 The DSL (who is the named teacher with responsibility for LAC) maintains these details, including contact details of the child's social worker.

7 Care leavers

7.1 The DSL maintains details of the local authority personal advisor appointed to guide and support care leavers and liaises with them as necessary regarding any issues of concern.

Appendix 2 Concerns about a child - guidance for staff

1 Receiving a disclosure

- 1.1 Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.
- 1.2 Do not ask leading questions, i.e. a question which suggests its own answer. Use T.E.D – Tell, Explain, Describe.
- 1.3 Reassure the pupil but not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action can be taken.
- 1.4 Keep a sufficient written record of the conversation (see 2 below). All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.
- 1.5 Pass on the record when reporting the concern in accordance with this policy. and as outlined below. This will guide staff how to respond to and report: *any* concerns about a child's welfare, about children in need or at risk, in line with WTSC:

Concerns/child in need > act immediately > DSL> early help/pastoral support/children's social care, as appropriate
Child at risk > DSL> children's social care/police if crime committed – immediately/24 hours/one working day OR referral can be made direct

2 Recording a concern

- 2.1 Staff must record all concerns in writing and make an online referral to the DSL.
- 2.2 Records should be factual and signed and dated, with the name of the signatory clearly printed in writing. Records should include:
 - 2.2.1 the pupil's details: name; date of birth; address and family details
 - 2.2.2 date and time of the event / concern / conversation
 - 2.2.3 the action taken and by whom
 - 2.2.4 the name and position of the person making the record.
- 2.3 Following a disclosure from the child, staff should use 'My Concern' to alert the DSL. The DSL will pick up the referral from this point.

3 Receiving a report of harmful sexual behaviour

- 3.1 Additional guidance about how to manage a report of harmful sexual behaviour is provided in Part 5 KCSIE. This includes the following advice:

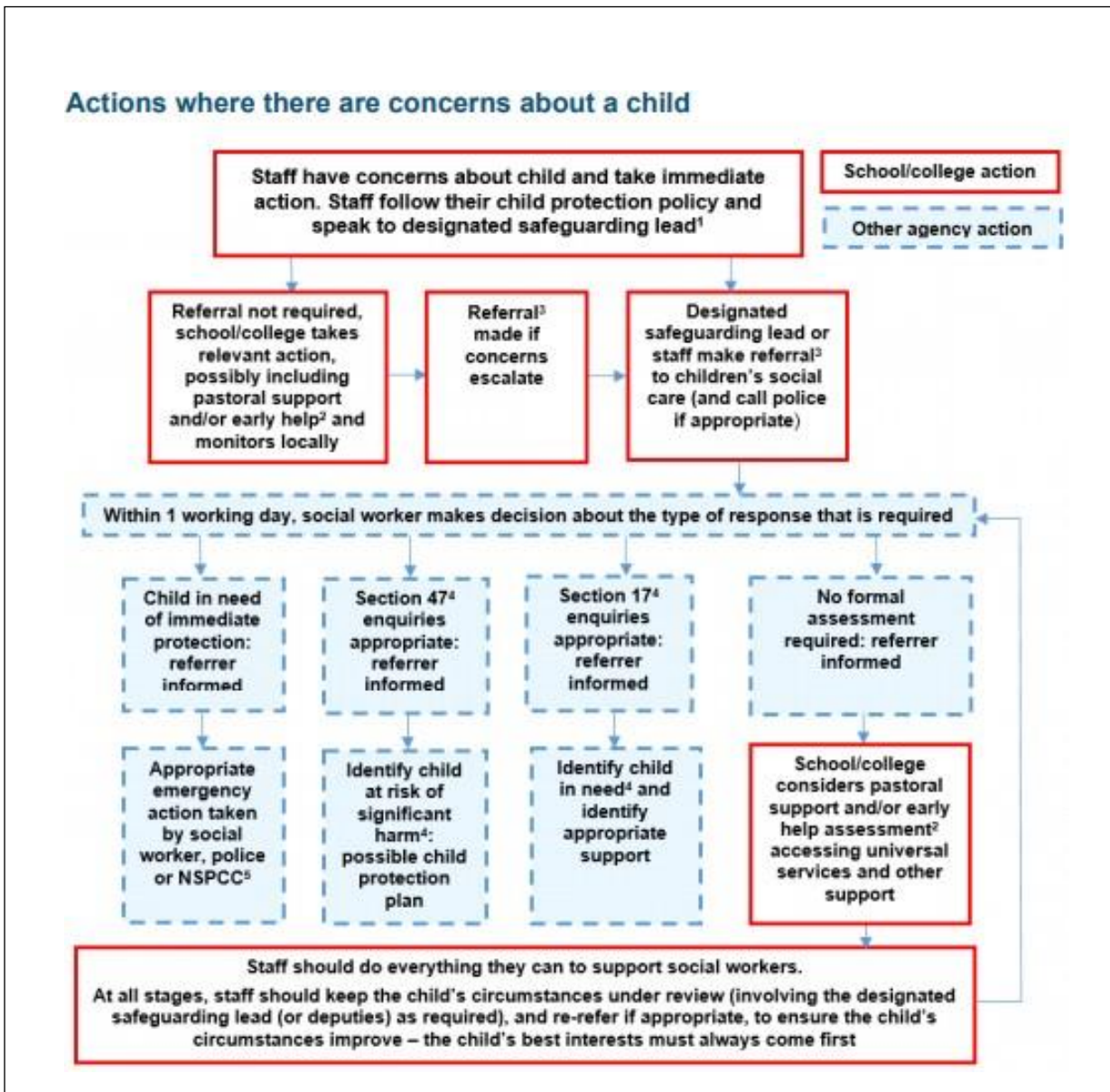
- 3.1.1 Only record the facts as the child presents them.
- 3.1.2 Where the report includes an online element, do not view or forward illegal images of a child. See paragraph 3.9 of Appendix 1 above and the UK Council for Child Internet Safety's advice note Sexting in schools and colleges: responding to incidents and safeguarding young people (August 2016) for advice about what to do when viewing an image is unavoidable.
- 3.1.3 Manage reports with another member of staff present (preferably the DSL or DDSL), if possible.
- 3.1.4 Inform the DSL as soon as practically possible if the DSL is not involved in the initial report.

4 Use of reasonable force

- 4.1 There may be times when adults, in the course of their school duties, have to intervene physically in order to restrain children and prevent them from coming to harm. Such intervention will always be the minimum necessary to resolve the situation. We follow the guidance given in the DfES circular 10/98 on The Use of Force to Control or Restrain Pupils. The Headteacher will require the adult(s) involved in any such incident to report the matter to him or her immediately, and to record it. All relevant staff undertake Use of Reasonable Force training.

5 Referral Flowchart

Any referral will be dealt with according to the flowchart below:



Appendix 3 Dealing with allegations against staff (including the Head, DSL, supply staff, volunteers and contractors)

1 The School's procedures

- 1.1 The School's procedures for dealing with allegations made against staff will be used where the member of staff has:
 - 1.1.1 behaved in a way that has harmed a child, or may have harmed a child
 - 1.1.2 possibly committed a criminal offence against or related to a child
 - 1.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children; or
 - 1.1.4 behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 1.2 Any allegations not meeting this criteria will be dealt with in accordance with the Local Safeguarding Children Partnership procedures. Advice from the LADO will be sought in borderline cases.
- 1.3 All such allegations must be dealt with as a priority without delay.
- 1.4 The local authority has designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children (LADO). The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria in paragraph 1.1 above.
- 1.5 Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an allegation

- 2.1 Concerns and allegations that meet the harms test should be addressed as below:

Staff, DSL, supply staff, volunteers > Head > LADO
Head > Chair/safeguarding governor > LADO (without informing head)
Where conflict of interest in reporting the matter to a head > LADO direct
Person dismissed/removed (or would have been) > DBS
Professional misconduct > TRA

- 2.2 Where an allegation relates to a member of supply staff provided by an agency, the agency will be fully involved.

- 2.3 Where an allegation or complaint is made against any member of staff (other than the Head), including the DSL, the matter should be reported immediately to the Head. The allegation will be reported immediately to the LADO. No investigation will be undertaken before the allegation is discussed with the LADO. Where appropriate, the Head will consult with the DSL.
- 2.4 Where an allegation or complaint is made against the Head, the matter should be reported immediately to the Board Level Lead for Safeguarding, Chair of the Advisory Board (or Proprietor) without first notifying the Head. No investigation will be undertaken before the allegation is discussed with the LADO.
- 2.5 Where an allegation is made against the Proprietor, the allegation should be reported directly to the LADO immediately with no internal investigation.
- 2.6 If it is not possible to report to the Head or Board Level Lead for Safeguarding in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Head or, where appropriate, the Board Level Lead for Safeguarding.
- 2.7 The person taking action in accordance with the procedures in this Appendix is known as the Case Manager.

3 Disclosure of information

- 3.1 The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.
- 3.2 The parents or carers of the child / children involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.
- 3.3 Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the Case Manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.
- 3.4 The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further action to be taken by the School

- 4.1 A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part 4 of KCSIE and the School's employment procedures.
- 4.2 **Early Years Foundation Stage (EYFS)**
 - 4.2.1 The School will inform Ofsted of any allegations of serious harm or abuse by any person living, working or looking after children on the premises of the EYFS provision (whether that allegation relates to harm or abuse committed on the premises or elsewhere), and will provide

details of the action taken in respect of those allegations.

- 4.2.2 These notifications will be made as soon as reasonably practicable, but in any event within 14 days of the allegations being made.

5 Ceasing to use staff

- 5.1 If the School ceases to use the services of a member of staff because they are unsuitable to work with children, a settlement agreement will not be used and a referral to the Disclosure and Barring Service (**DBS**) will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Proprietor without delay. The School may also need to consider a referral to the DBS if a member of staff is suspended, or deployed to another area of work that is not regulated activity.
- 5.2 If a member of staff tenders his or her resignation, or ceases to provide his or her services at a time when child protection concerns exist in relation to that person, those concerns will still be followed up by the School in

accordance with this policy and a referral to the DBS will be made promptly if the criteria for referral are met.

- 5.3 Separate consideration will be given as to whether a referral to the Teaching Regulation Authority (**TRA**) should be made where a teacher has been dismissed, or would have been dismissed had he / she not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence. An interim referral to the TRA may also be considered and made if appropriate.

6 Malicious allegations

- 6.1 Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.
- 6.2 Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.
- 6.3 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7 Record keeping

- 7.1 Details of allegations found to be malicious will be removed from personnel records.
- 7.2 For all other allegations, full details will be recorded on the confidential personnel file of the person accused.
- 7.3 An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.
- 7.4 The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.

Appendix 4 Responsibilities of the Designated Safeguarding Lead (DSL)

An appropriate senior member of staff from the School's leadership team will be appointed to the role of DSL. They should have the appropriate status and authority within the School to carry out the duties of the post. The role carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

This Job Description also outlines the roles which a Deputy Designated Safeguarding Lead (DDSL) may be asked to undertake. DDSLs should be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained DDSLs, the ultimate lead responsibility for child protection remains with the DSL, this lead responsibility should not be delegated.

Summary of role:

To take lead responsibility for all safeguarding and child protection matters (Including online safety) arising at the School, and to support all other staff in dealing with any concerns that arise.

- 1 The name and contact details of the DSL and DDSL are set out in the contacts list at the front of this policy.
- 2 In accordance with Annex C of KCSIE, the main responsibilities of the DSL are:

2.1 Managing referrals

2.1.1 The DSL is expected to:

- (a) refer cases of suspected abuse to the local authority children's social care as required
- (b) support staff who make referrals to the local authority children's social care
- (c) taking part in strategy discussions and inter-agency meetings and/or supporting other staff to do so, and to contribute to the assessment of children
- (d) refer cases to the Channel programme where there is a radicalisation concern as required
- (e) support staff who make referrals to the Channel programme
- (f) refer cases where a person is dismissed or has left due to risk / harm to a child to the Disclosure and Barring Service (**DBS**) as required; and
- (g) refer cases where a crime may have been committed to the police as required.

2.2 Work with others

2.2.1 The DSL is expected to:

- (a) liaise with the Head to inform him / her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be

found in the Statutory guidance – PACE Code C 2019.

- (b) as required, liaise with the Case Manager (see Appendix 3 of this policy) and the LADO at the local authority for child protection concerns in cases which concern a staff member. The DSL should be aware of when to call the police (National Police Chief's Guidance may be useful here). They may need to liaise with other LA partners. Including the child death partners.
- (c) liaise with staff (especially pastoral support staff, school nurses, IT technicians and SENCOs/named person with oversight for SEN) on matters of safety and safeguarding (including online and digital safety) and when deciding whetherto make a referral by liaising with relevant agencies.
- (d) act as a source of support, advice and expertise for staff, in all matters related to child welfare.
- (e) Take the lead responsibility with regard to online safety and understand the School's filtering and monitoring systems and processes in place.

2.3 Raise awareness

2.3.1 The DSL should:

- (a) ensure the School's child protection and safeguarding policies and processes are known, understood and used appropriately
- (b) ensure this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Proprietor / Board Level Safeguarding Lead regarding this.
- (c) ensure this policy is available publicly and parents are aware that referrals about suspected abuse or neglect may be made and the role of the School in this.
- (d) link with KRSP to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- (e) ensure appropriate and safe use of the internet technology in the school; training of Online-Safety for staff, pupils and parents.

2.4 Child protection file

- 2.4.1 Where children leave the School the DSL shall ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file,ensuring secure transit and confirmation of receipt will be obtained.
- 2.4.2 In addition, the DSL will consider if it is appropriate to share any information with the new school or college in advance of a child leaving.
- 2.4.3 On receiving a child protection file, the DSL will ensure that key staff are aware as required, including the SENCO / named person with oversight

for SEN.

2.5 Prevent

2.5.1 In accordance with the *Prevent duty guidance for England and Wales* and *Channel duty guidance: protecting vulnerable people from being drawn into terrorism* (HM Government, July 2015) the DSL has, in addition, the following responsibilities:

- (a) acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty
- (b) co-ordinating Prevent duty procedures in the School
- (c) liaising with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated
- (d) undergoing WRAP or other appropriate training
- (e) maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- (f) monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

2.6 Training

2.6.1 The DSL and DDSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent duty awareness training and will be updated at least every three years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- (a) understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- (b) have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- (c) ensure each member of staff has access to and understands the School's child protection and safeguarding policy and procedures, especially new and part-time staff
- (d) are alert to the specific needs of children in need, those with special educational needs and young carers
- (e) are able to keep detailed, accurate, secure written records of concerns and referrals

- (f) understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- (g) are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School
- (h) can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- (i) obtain access to resources and attend any relevant or refresher training courses
- (j) encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

2.7 Availability

- 2.7.1 During term time, the DSL (or DDSL) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the DSL (or DDSL) would be expected to be available in person, it is a matter for individual schools, working with the DSL, to define what 'available' means and whether in exceptional circumstances availability via phone, Teams or other such media is acceptable.
- 2.7.2 To arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

2.8 Reporting

- 2.8.1 To monitor and maintain the Safeguarding/Child Protection Register, recording information on the concerns relating to each child.
- 2.8.2 To contact the Board Level Safeguarding Lead should a significant concern arise.
- 2.8.3 To complete a termly review of the Safeguarding/Child Protection Register, outlining an overview of the number of individuals on the register and the level of concern. This information would be included in the Head's Report for reporting at the termly Governance meeting.
- 2.8.4 To organise the Safeguarding/Child Protection file, recording documents relating to open and closed cases of current pupils, and archived records of

former pupils. The DSL will also create and update a chronology for each file on current pupils.

- 2.8.5 To undertake the Annual Safeguarding Audit for the attention of the Board Level Safeguarding Lead, and to implement any action points arising.

- 3 In accordance with Annex B of KCSIE, the main responsibilities of the Deputy DSL are
 - 3.1 to support the DSL in managing cases or
 - 3.2 to act in their stead if the DSL is absent.

- 4 The Deputy DSL for EYFS has specific responsibility for:
 - 4.1 Monitor the children in the EYFS and offer support to EYFS staff, keeping the DSL informed
 - 4.2 Ensuring correct procedure is followed for any toileting issues with children in EYFS
 - 4.3 Input into staff training
 - 4.4 Assisting with CP concerns with regards to EYFS

Appendix 5 Safe Working Practice Agreement

Westbury House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

It is everyone's responsibility to ensure that pupils' are cared for appropriately and safeguarded from any harm, and their duty of care to promote the health, safety and welfare of all members of the school community.

It is acknowledged that the vast majority of employees behave appropriately whilst working with our pupils. Whilst it is recognised that the individual members of an organisation may hold differing values and opinions, adults working in a school are in a position of trust and their conduct is, therefore, governed by specific laws and guidance and the policies and procedures agreed by the Head and governing body.

This document is intended to provide clear guidance to all staff and volunteers so that they can be sure that their actions and behaviour does not place pupils or staff at risk of harm or of allegations of harm to a pupil

The following is, therefore, a code of appropriate conduct for all adults working in or on behalf of the school, including those involved in home visits or any out of school activities. Adherence to this code should ensure that both children and adults are safe from misconduct or unfounded allegations of misconduct.

You should always:

- Adhere to all school policies, many of which are specifically written with safeguarding in mind. For example, these refer to Child Protection, Behaviour, Physical Intervention, Anti Bullying, Equal Opportunities, Health and Safety, Use of Images (photography and DVD), Disability Discrimination, E safety.
- Behave in a mature, respectful, safe, fair and considered manner at all times.
- Provide a good example and 'positive role model' to the pupils
- Observe other people's right to confidentiality (Unless you need to report something to the Headteacher or DSL, e.g. concerns about a child protection issue).
- Treat all children equally; never confer favour on particular children, or build 'special relationships' with individual children, except where one to one working is part of a plan agreed with your manager (e.g. for counselling, tuition, mentoring or other purpose).
- Take due care when with a pupil on a 1:1 basis, or when supervising changing of pupils including in the EYFS, to ensure that you are in a room with a glass panel or an open door so that your behaviour with a pupil cannot be misconstrued.
- Report to the Headteacher (or in the case of an allegation concerning the Headteacher the Proprietor): (As soon as possible)
 - Any behaviour or situation which may give rise to complaint, misunderstanding or misinterpretation against yourself.
 - Any difficulties that you are experiencing, for example, coping with a child presenting particularly challenging behaviour; situations where you

anticipate that you may not be sufficiently qualified, trained or experienced to deal with or handle appropriately.

- Any behaviours of another adult in the school which give you cause for concern or breach of this code of conduct or other school policies and procedures

You should never:

- Behave in a manner that could lead a reasonable person to question your conduct, intentions or suitability to care for other people's children.
- Touch children in a manner which is or may be considered sexual, threatening, gratuitous or intimidating.
- Discriminate either favourably or unfavourably towards any child.
- Give personal contact details, text email or telephone except for agreed work purposes using work IT, or make arrangements to contact, communicate or meet children outside of work
- Use digital media in your personal life in a way which could compromise your own suitability to work in a position of trust with children, or bring the school's reputation into disrepute
- Develop 'personal' or sexual relationships with children.
- Engage in horseplay or fun fights
- Push, hit, kick, punch, slap, throw missiles at or smack a child or threaten to do so
- Be sarcastic, embarrass or humiliate, make remarks or "jokes" to children of a personal, racist, discriminatory, intimidating or otherwise inappropriate* or offensive nature
- Give or receive (other than 'token') gifts unless arranged through your line manager / Headteacher, for example, outgrown sports kit, football boots or uniform.
- Allow, encourage or condone children to act in an illegal, improper or unsafe manner e.g. smoking or drinking alcohol.
- A parent's consent is never sufficient for any variation in the above.
- Behave in an illegal or unsafe manner, for example, exceeding the speed limit, being under the influence of drugs or alcohol, driving a vehicle which is known to be un-roadworthy or otherwise unsafe or not having appropriate insurance, using a mobile phone whilst driving, fail to use seatbelts and drive in a safe manner at all time whilst transporting children.
- Undertake any work with children when you are not in a fit and proper physical or emotional state to do so. For example: under the influence of medication which induces drowsiness; with a medical condition which dictates that you should not be caring for children; under extreme stress which is likely to impair your judgement.

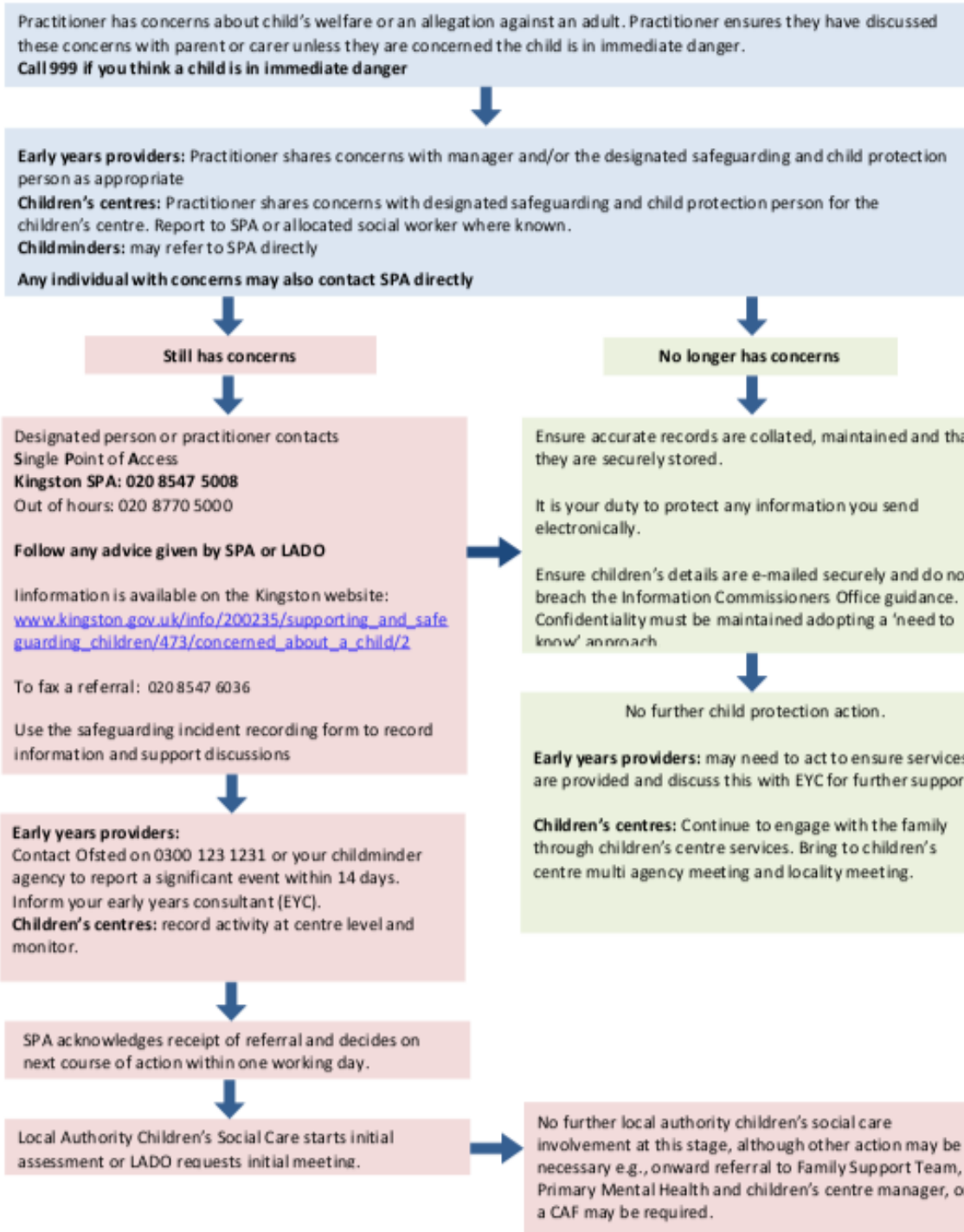
* Please note: It is the perception of the person subject to a remark or action rather than your stated

intention that defines 'appropriate' or 'inappropriate'.

Appendix 6 AfC (Kingston) Safeguarding Processes Flowchart



Safeguarding processes flowchart – Kingston



The Early Years Service is available for advice and support at any point during this process.

Appendix 7 Thresholds

Kingston and Richmond Multi-Agency Thresholds of Need

This Kingston and Richmond Multi-Agency Thresholds of Need Guidance is a document aimed at every agency, including statutory, voluntary, private and independent, which works directly or indirectly with children and young people, including the families of these children and young people.

In order to help agencies assess and identify a child's level of need, a Threshold Document, broken down into four levels is available for all individuals, practitioners and staff.

It helps staff and volunteers to:

- understand and assess levels of need and make judgement about risks
- understand consent issues
- consider the type of services that should be involved to support a child/family

Level 4 – Acute/ Child Protection:

Requires statutory intensive support as there is "reasonable cause to suspect that a child... is suffering or likely to suffer significant harm" [Children Act 1989 Sect 47] / In need of Child Protection by Children's Social Care intervention and other statutory services / Child at risk of abandonment or homelessness because of family breakdown.

Level 3 – Complex / Child in Need:

Complex needs that are likely to need longer term intervention from statutory or specialist services. A targeted integrated response is needed. This is the threshold for a child who needs Children's Social Care intervention under Section 17, Children Act 1989, "a child whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services. This includes the provision of services to children who are disabled."

Level 2 – Vulnerable:

Universal support and more targeted support services are needed

Level 1 - Universal:

No additional needs. Developmental needs are met by universal needs



Kingston and Richmond Multi-agency Threshold Guidance -

<http://kingstonandrichmondscb.org.uk/news-resources/policies-and-procedures-87/multi-agency-threshold-document-144.php>