



NEWCASTLE UNDER LYME SCHOOL

Child Protection (Safeguarding) Policy

This policy relates to all children at Newcastle-under-Lyme Junior School, including the EYFS. This policy is available upon request to parents and prospective parents and is published to parents and prospective parents on the School's website.

This policy complies with the DfE statutory guidance, *'Keeping Children Safe in Education: information for all school and college staff'* (published September 2016). The School has regard to *KCSIE* (5 September 2016) when carrying out our duties to safeguard and promote the welfare of children meaning it will be complied with except where exceptional circumstances arise.

This policy should be read alongside the Staff Behaviour Policy, Staff Handbook which includes additional staff code of conduct information and the Whistleblowing Policy. In this policy the term 'staff' refers those who work with children as an adult in our School.

As well as being familiar with this document all staff at the School will be sent each year (digitally), the DfE booklet *'Keeping Children Safe in Education: Part One: for school and college staff'* (published September 2016). As well as receiving annual training they will confirm that they have read *KCSIE: Part 1* and are helped to understand and discharge their responsibilities as outlined in *Part 1 of KCSIE*.

In all matters relating to child protection, the School will follow the procedures laid down by our own Local Safeguarding Children Board (LSCB) which is Staffordshire Safeguarding Children Board (SSCB) together with DfE guidance contained in *Working Together to Safeguard Children* and *What to do if you are worried a child is being abused: advice for practitioners and Keeping Children Safe in Education: <https://www.gov.uk/government/publications/keeping-children-safe-in-education> (KCSIE)*.

This policy is applicable to the whole school community. Governors, all members of staff and volunteers have duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy, along with the School's Staff Behaviour Policy. They must also read and retain a copy of *KCSIE: Part 1*.

The School recognises that its duty is to safeguard and promote the welfare of all its pupils. This includes a duty to both 'children in need' (Section 17: Children's Act 1989) and to 'children at risk of harm' (Section 47: Children's Act 1989). All School staff, should be aware that safeguarding incidents, and particularly referrals in cases of suspected abuse and neglect, can happen at any time and anywhere and are required to be alert to any possible concerns.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All School staff, including frequent volunteers, club providers and students, should make sure that their approach is child centred. This means that what is in the best interest of the child is paramount. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. Children includes everyone under the age of 18 years.

1. Statement of Intent

The safety and well-being of all our pupils at Newcastle-under-Lyme School is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety.

We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

2. Transparency

Newcastle-under-Lyme School prides itself on its respect and mutual tolerance. Parents and guardians have an important role to play in supporting the School in safeguarding children. Copies of this policy, together with other policies relating to issues of child protection are on our website. We hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential. We will never ignore an allegation of child abuse and will always deal with any concerns appropriately.

3. Related Policies

This Child Protection (Safeguarding) Policy should be read together with the School's policies for Anti-Bullying and Safer Recruitment, which can be accessed on the School's website. Staff, including frequent volunteers, club providers and students, must also read the Staff Behaviour Policy and the Staff Handbook, the Whistleblowing Policy, and guidance on Social Media and Online Activity, which are available on Firefly.

4. Definitions and Types of Child Abuse and Neglect

Safeguarding children consists of the following:

- Protecting children from maltreatment, including abuse and neglect
- Preventing impairments to their health and development
- Ensuring that they are safely and effectively cared for, and
- Taking action to ensure that they have the best outcomes.

Child abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to protect a child from harm. A child might be abused by an adult or adults, or another child or children. Children may be abused in a family or in an institutional setting by those known to them, or more rarely, by others (eg via the Internet). They may be abused by an adult or adults or another child or children.

Child abuse can take a number forms, all of which can cause long term damage to a child: physical abuse, emotional abuse, neglect, and child sexual abuse. Bullying and domestic violence are also forms of child abuse. All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Some of the main forms of child abuse are set out below:

- **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. It may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **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 over-protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another for example, through acts of domestic violence. 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.
- **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 (eg. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the Internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may also occur during pregnancy as a result of maternal substance abuse. 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.
- **Potential abuse:** children are entitled to protection from situations where they have not been abused but where social and medical assessments indicate a high degree of risk that they might be abused in the future.

Child abuse can take other forms, including female genital mutilation (FGM), child sexual exploitation (CSE), radicalisation and violent extremism. Further details of these and other DfE identified safeguarding issues are included in greater detail in Appendix 1. Appendix 1 also offers advice on where to access further guidance (also Appendix 1).

The following signs may or may not be indicators that abuse has taken place. The lists are not exhaustive. Consequently, any person with responsibilities under this policy must share their concerns with the DSL or DDSs.

The NSPCC gives the following possible indications that a child is being abused:

- Frequently dirty, hungry or inadequately dressed
- Left in unsafe situations, or without medical attention
- Constantly put down, insulted, sworn at or humiliated
- Seems afraid of parents or carers
- Severely bruised or injured
- Displays sexual behaviour which doesn't seem appropriate for their age
- Growing up in a home where there is domestic violence
- Living with parents or carers involved in serious drug or alcohol abuse

This list does not cover every child abuse possibility. There may be other things in a child's behaviour or circumstances that could cause concern.

Abuse is always wrong, and it is never the young person's fault.

4. Symptoms and signs of Child Abuse

Some of the signs and behaviours which may indicate that a child is being abused include:

- repeated minor injuries, such as scalds or burns
- children who are dirty, smelly, poorly clothed or who appear under-fed
- children who have lingering illnesses or injuries that are not attended to
- deterioration in school work
- significant changes in behaviour
- aggressive behaviour or severe tantrums
- an air of detachment or an attitude of indifference
- overly-compliant behaviour
- a frozen awareness (a combination of a lack of expression, lethargy and watchfulness)
- sexually explicit behaviour, such as continual open masturbation, or aggressive and inappropriate sex play
- playing games that show a sexual awareness that is inappropriate and abnormal for the child's age
- a child who is reluctant to go home or is kept away from school for no apparent reason
- a lack of trust in adults, particularly in those who are close
- stomach pains with no medical reason
- eating problems, including over-eating or a loss of appetite
- disturbed sleep, nightmares or bed-wetting
- running away from home
- self-inflicted wounds
- attempts at suicide
- reverting to younger behaviour
- depression or withdrawal
- relationships between child and adults that are secretive and exclusive
- unexplained money or gifts
- pregnancy

The School is aware that these signs are not evidence in themselves, and that there may be other explanations for them. However, they may be a warning, particularly if a child exhibits several of them or if a pattern emerges. Abuse is not easy to diagnose, even for experts. Some guidance is provided here:

- **Signs of possible physical abuse:** any injuries not consistent with the explanation given for them; injuries which occur to the body in places which are not normally

exposed to falls or rough games; injuries which have not received medical attention; reluctance on the part of a child to change for, or participate in, games or swimming; bruises, bites, burns and fractures which do not have an accidental explanation; object shaped bruises; inconsistent accounts given by the child for the cause of injuries.

- **Signs of possible emotional abuse:** depression, aggression, extreme anxiety, changes or regression in mood or behaviour; obsessions or phobias; sudden underachievement or lack of concentration; seeking adult attention and not mixing well with other children; negative statements made by the child about him or herself; acts of aggression or cruelty to others; extreme shyness or passivity; stealing and lying.
- **Signs of possible sexual abuse:** any allegations made by a child concerning sexual abuse; excessive preoccupation by the child with sexual matters and age-inappropriate knowledge of adult sexual behaviour; regular engagement in age-inappropriate sexual play; sexual activity through words, play or drawing; repeated urinary infections or unexplained stomach pains; eating disorders.
- **Signs of possible neglect:** dirty skin, body smells, unwashed, uncombed hair and untreated lice; clothing that is dirty, too big or small, or inappropriate for weather conditions; frequent occurrences where the child is left alone or unsupervised; frequent diarrhoea, tiredness and/or hunger; untreated illnesses, infected cuts or physical complaints; overeating.
- **Signs of possible child sexual exploitation:** sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour. Young people who are being sexually exploited may: be involved in abusive relationships, intimidated and fearful of certain people or situations; hang out with groups of older people, or anti-social groups, or with other vulnerable peers; associate with other young people involved in sexual exploitation; get involved in gangs, gang fights, gang membership; have older boyfriends or girlfriends; spend time at places of concern, such as hotels or known brothels; not know where they are, because they have been moved around the country; go missing from home, care or education. They may also show signs of sexual abuse or grooming.
- **Signs of possible extremism/radicalisation:** Different people display various signs of radicalisation. Some people are able to hide it so well that they are indistinguishable from anybody else, making it hard to identify them as radicalised and understand what their intentions are or could be. The following are some signs that could mean somebody could be at risk of radicalisation or is going through a radicalisation process:

- Physical changes: sudden or gradual change in physical appearance; sudden or unexpectedly wearing religious attire; getting tattoos displaying religious or political messages; unexpectedly growing a beard; unexpectedly shaving their head (skinhead); possessing unexplained gifts and clothing (groomers will sometimes use gifts such as mobile phones and clothing to bribe a young person).
- Social changes: cutting ties with their friends, family or community; starting to become socially withdrawn; becoming dependent on social media and the internet; beginning to associate with others who hold radical views; bullying or demonising other people freely; beginning to attend rallies and demonstrations for extremist causes; associating with known radicals; visiting extremist websites, networks and blogs.
- Emotional and verbal changes: beginning to complain, often with anger, about governmental policies, especially foreign policy; advocating violence or criminal behaviour; beginning to believe in government conspiracies; exhibiting erratic behaviour such as paranoia and delusion; speaking about seeking revenge; starting to exhibit extreme religious intolerance; demonstrating sympathy to radical groups; displaying hatred or intolerance of other people or communities because they are different.

5. Inter-Agency Procedures

Newcastle-under-Lyme School falls within the jurisdiction of the Staffordshire Safeguarding Children Board (SSCB). In compliance with *'Keeping Children Safe in Education: information for all school and college staff'* (September 2016), the Child Protection (Safeguarding) Policy of Newcastle-under-Lyme School is in accordance with local SSCB procedures.

The Duty Staffordshire LADO (Local Area Designated Officer) can be contacted on 0800 1313 126.

In all matters relating to safeguarding, the School will follow the procedures laid down by SSCB; together with relevant DfE guidance such as *'Working Together to Safeguard Children'* (March 2015) and *KCSIE* (September 2016). *KCSIE* can be accessed at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>.

The School works with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes a co-ordinated offer of early help when additional needs of children are identified and contributing to inter agency plans to provide additional support to children subject to child protection plans.

The School has a wide catchment area with the result that the relevant external agencies may be those in the counties of Cheshire, Shropshire or Staffordshire or in the unitary authority of the City of Stoke-upon-Trent, according to the address at which the pupil

normally resides. In all situations involving alleged child abuse, the School works closely with the appropriate agency and follows the advice received in respect of the case.

Important contact Information:

The key agencies with which the School is involved are:

- LADO (at SSCB) 0800 1313 126
- Staffordshire First Response 0800 1313 126
Out of hours: 0345 6042886
Mobile: 07815 492613
- Staffordshire Education Safeguarding Advice Service 01785 895836
- Staffordshire Police 101
- Stoke on Trent Safeguarding Children Board 01782 235100
Out of hours: 01782 234234
- Cheshire East Safeguarding Children Board 0300 1235012
Out of hours 0300 1235022
- Cheshire Police 0845 458 0000
- Shropshire Safeguarding Children Board 0345 678 9021.
Out of hours 0345 6789040
- West Mercia Police (Public Protection) 0300 333 3000

Prevent and Counter Extremism

Helplines for non-emergency advice on religious or political extremism:

- Department for Education 020 7340 7264
counter-extremism@education.gsi.gov.uk
- Police 101

The following numbers may be useful to pupils:

- Childline 0800 1111
- NSPCC 0808 800 5000
- Barnardo's 0800 942 8787

6. Designated Persons

The School has appointed a senior member of staff as Designated Safeguarding Lead for both parts of Newcastle-under-Lyme School. The DSL, Mrs J A Simms, is responsible for all matters related to child protection and welfare. The School has also appointed four Deputy Designated Safeguarding Leads who will carry out the duties of the DSL if she is unavailable.

The DSL and DDSLs have close links with the SSCB. The DSL reports termly to governors on safeguarding and child protection including on the suitability and workings of this policy.

The DSL and DDSLs undergo refresher training every two years and the training meets the requirements of the DfE's Keeping Children Safe in Education. They also keep up to date with safeguarding developments. (See Appendix 2 for further details of the role of the DSL). The ultimate lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.

The DSL (Mrs J A Simms) reports to the Headmaster (Mr N J Vernon), who in turn reports to the Chair of Governors (Mr D Wallbank).

The DSL and DDSLs are:

In the Senior School: Deputy Head Pastoral (Mrs J A Simms) DSL
Deputy Head Academic (Mr I Dicksee) DDSL

In the Junior School: Head of the Junior School (Mr M Erian) DDSL

For the EYFS: Nursery Manager (Mrs A Smith) DDSL

During term time (during school hours there will be a DSL / DDSL available for staff to discuss any safeguarding issues. Staff should consult with the DSL / DDSL in their section of the School. If any of the persons designated above are unavailable for any reason, then any of the others may act in their place. In the absence the above staff are advised to call First Response on the number below.

<p>The Duty Staffordshire LADO (Local Area Designated Officer) can be contacted through First Response on 0800 1313 126.</p>

7. Governing Body

The School Governing Body is responsible for reviewing child protection arrangements and the efficiency with which resulting duties have been discharged; approving amendments in the light of review of procedures, changing regulations or recommended best practice. Child protection and safeguarding is a standing agenda item on each termly full Governors' meeting. The Governors ensure that the policies, procedures and training in the School are effective, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

The School has a nominated 'link Governor' (Mr D Wallbank) with responsibility for Child Protection (Safeguarding). This nominated governor, in conjunction with the Chair of Governors, has the following role:

- (a) To have a basic understanding of Safeguarding Children Board procedures and guidance issued by the Department for Education.
- (b) To be a link between the DSL and the Governing Body and to liaise with the DSL on safeguarding matters.

- (c) To liaise with relevant agencies in the event of an allegation being made against the Headmaster.
- (d) To undertake training as appropriate and necessary.
- (e) To maintain an awareness of how the Child Protection (Safeguarding) Policy is being implemented in the School by meeting at least annually with the DSL.
- (f) To ensure that the Child Protection (Safeguarding) Policy is reviewed annually by the Governing Body.

8. Child Protection and Safeguarding Records

The School's records on child protection are kept securely in the Headmaster's Study, and are separated from routine pupil records. Access is restricted to the Headmaster, DSL and DDSLs.

When pupils make a disclosure or when a member of staff has concern about a child's safety or welfare: instructions for staff.

9. How to deal with a disclosure by a child

This section summarises the advice and instructions to staff on how they should deal with a situation in which a pupil makes a disclosure. Any member of staff who is approached by a pupil who wishes "to talk" or to make a possible disclosure about alleged abuse concerns about safety or welfare of a child **must** manage the situation in the following way:

- (a) Be prepared to listen, making time to do so if necessary.
- (b) Be aware of the signs of possible abuse listed in this policy.
- (c) Explain at the outset the limits of confidentiality. **A promise must not be made that the information will not be shared with anybody else.** Information given to the member of staff will be treated with complete privacy and will not be shared indiscriminately, but it may have to be shared in order to enable action to be taken by other professionals. If so, the information will be shared only on a "need to know" basis.
- (d) Listen to the pupil and encourage him or her to talk.
- (e) **Do not ask the pupil any leading questions.** Any questioning must be limited to the minimum necessary for the purpose of clarification.
- (f) Do not stop or interrupt a pupil who is freely recalling significant events.
- (g) Do not look shocked or upset by what is being said.
- (h) Make an accurate note of the discussion, taking care to record the timing, setting and people present, as well as what was said, preferably verbatim using the child's statements in their own words.
- (i) Thank the pupil, and reassure him/her that he/she has acted correctly in disclosing the information.
- (j) Advise the pupil that it will be necessary for the information to be passed to the DSL, who is an appropriate senior person able to help.
- (k) Reassure the pupil that he/she is not responsible for what has happened.

It is important that a child alleging abuse is treated in the first instance as speaking truthfully and the matter acted upon. Retraction is usually because of external pressure.

Historical abuse allegations should be reported to the police.

10. Record Keeping

Anyone who has concerns over a child's safety or welfare, including suspicions of child abuse, must maintain a clear and accurate record. Concerns should be noted as soon as is reasonably practical including details of particular incidents and conversations.

This record should include:

- Date and time of any observation or disclosure
- Detailed factual account of any incident including verbatim comments
- Details of the child's appearance, behaviour, emotional state and actions.

Under no circumstance must a person attempt to investigate his or her concerns. Other agencies are responsible for undertaking child protection investigations and inappropriate investigation may undermine the work of these agencies.

11. When Staff Have a Suspicion of Possible Abuse; the duty to report to the DSL

Staff must be aware that they have a professional obligation to make concerns known. If in any doubt, advice should be sought from the DSL or one of the DDSLs. After receiving a disclosure from a pupil, the information must be passed immediately to the DSL. Any member of staff who has his/her own suspicions of possible child abuse, or who has received allegations from a third party about possible child abuse, must report the information immediately to the DSL or in their absence one of the DDSLs and must not discuss the matter with anybody else. Everyone in school is required to report as soon as possible to the DSL or a DDSL their concerns over a child's safety and welfare, regardless of whether or not they have received a disclosure.

If at any point, there is a risk of immediate serious harm to a child a referral should be made to Children's Social Care immediately. If the DSL or DDSL is not available, anybody can make a referral in this circumstance. **If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and / or the police immediately.** Where referrals are not made by the DSL, then the DSL should be informed as soon as possible that a referral has been made.

If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. It is vital that, following the submission of a report to the DSL or a DDSL, the person concerned continues to monitor the child's safety and welfare. If a member of staff still has concern about the safety of a child then they should remain in contact with the DSL or contact First Response directly.

Everyone should understand that if they are concerned that a child is suffering or likely to suffer significant harm, they can refer a child directly to children's social care. Anyone raising a concern can be confident that he or she will be always fully supported by the School.

If a teacher, in the course of their work in the profession, discovers that an act of Female Genital Mutilation (see Appendix 1) appears to have been carried out on a girl under the age of 18, the teacher **must report this to the police**.

12. Action Taken in the Event of Alleged or Suspected Abuse: Referrals, Early Help and Multi-Agency Working

Referrals

The School treats the safeguarding of children as its highest priority and recognises the additional role it has to play in the referral of children who are suffering or are likely to suffer significant harm.

It is important at all times to keep an open mind about a child's safety and welfare and never assume that safeguarding issues are confined to certain individuals, families or settings. It is particularly important to avoid making assumptions about a child based on personal perceptions of his or her domestic circumstances and family members. Being familiar with the types and signs of abuse as set out above is a key part of this.

When a DSL receives information or a disclosure involving alleged child abuse, suspected child abuse or that a child may be at risk of abuse, the DSL will:

- (a)** Ascertain the basic facts. (In ascertaining the basic facts the DSL may talk to the pupil(s) concerned but will only do so in the presence of another member of staff and will not ask any leading questions).
- (b)** Contact First Response (or other local Safeguarding agency depending on where the child lives) to discuss the basic facts of the case and to ascertain whether a formal report needs to be made.
- (c)** If a formal report needs to be made, subsequent actions (such as contacting parents) will depend on the further advice and instructions received from the agency.
- (d)** Inform other members of staff on a strict "need to know" basis.
- (e)** Produce a written record of the details of the allegations and ensure that any member(s) of staff providing information agree(s) with the account.
- (f)** Record the incident / referral in the School's Child Protection Log.
- (g)** If the outcome of the referral to Social Services is that the pupil is put on the child protection register, or is otherwise subject to child protection procedures, the DSL will make arrangements for a confidential record to be kept in the pupil file, together with the names of any children/families with intimate connections with such children (for example, siblings or fostered children).

If it is established, in discussion with the Safeguarding team, that the basic facts do not at that time warrant a referral, a written record of any conversations and the reasoning that led to the decision not to refer will be kept and held in the pupil's file. Staff perceptions of the child's condition will be reviewed at regular intervals. If there are signs of deterioration in the child's condition, or if there is further information that suggests that abuse is possible, then the above procedure will be followed.

If a pupil is suspected to be on the receiving end of bullying-type behaviour (as defined by the Anti-Bullying Policy) that may be causing that pupil significant physical, sexual or emotional harm (as defined by the Child Protection Policy), then the above procedure will be followed in addition to any action taken under the Anti-Bullying Policy.

When a pupil, known to the School to be on the child protection register, transfers from the School to another school, a DSL will inform the new school.

The School will not impose high thresholds on referrals to Children's Social Care or other relevant external agencies such as the police. Consequently, when responding to concerns over a child's safety and welfare, the School will follow the SSCB guidance and the more detailed guidance on thresholds based on levels of need. The School will always make a referral where:

- A child is suffering or likely to suffer significant harm
- With the agreement of a person with parental responsibility, a child is likely to benefit from family support services.

A referral will be made immediately if a child is suffering or likely to suffer significant harm. Referrals will be made even where it is known that Children's Social Care is already involved with the child and/or his or her family.

The content of the referral will be discussed with parents/carers where this is appropriate. In general, parents/carers should be informed about any concerns regarding their children. However, from time to time it might not be appropriate to inform them immediately of concerns where that could prejudice an investigation or place the child at further risk. Parents/carers are unlikely to be told that a referral is being made if sexual abuse or fabricated illness is suspected. In such cases, advice will be sought from the appropriate agencies. Members of staff are aware that they must not discuss any issues with parents/carers unless they are told to do so by an appropriate person.

As a School we take our commitment to attending Child Protection case conferences very seriously. In the unlikely event that we cannot attend, we will always send a written report to the conference to convey latest information and our opinions to the independent Chair.

Early Help and Multi-Agency Working

Where concerns over a child's safety and welfare do not meet the criteria for immediate referral, the School will follow guidance on early help and multi-agency working. All staff should be prepared to identify children who may benefit from early help.

Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance, staff should discuss early help requirements with the DSL. Sharing information with other professionals to support early identification and assessment may be required. Staff may also be required to support other agencies and professionals in an early help assessment or, in working with the DSL act as lead professional in undertaking an early help assessment. If early help or other support is appropriate, the case will be kept under constant review and consideration should be given to referral to Children's Social Care if the child's situation does not appear to be improving.

In 'borderline' cases, i.e. where it is not immediately clear whether to make a referral, the School will consult the First Response Team for advice. However, and regardless of the precise details of a response in any particular case, the School will always respond to concerns over a child's safety and welfare on the premise that concerns must be always shared.

13. Allegations Against Those Not Employed by the School

Where allegations of abuse are made against an adult other than a member of staff or volunteer working at the School, the relevant arrangements set down in LSCB guidance will be followed. It is important to understand that the School does not constitute an investigation or intervention agency, but that it does have an important role to play at the recognition and referral stage. As a result of their day-to-day contact with individual pupils during school terms, teachers and other school staff in the Nursery setting are particularly well placed to observe outward signs of possible abuse, changes in behaviour or failure to develop.

14. Handling Allegations of Abuse against a Member of Staff or School Volunteer

The responsibility of members of staff to report allegations or concerns about the behaviour of a colleague is as follows. Contact details for the Headmaster and Chair of Governors are included in the final section of the Staff Handbook.

- (a) Any member of staff who has concerns about the behaviour of a colleague, or who receives an allegation or disclosure concerning the behaviour of a colleague, **must pass this information on, to the Headmaster.**
- (b) If the Headmaster is away, the information must be reported to the Chair of Governors.
- (c) If the allegation is against the Headmaster, the information must be reported directly to the Chair of Governors without informing the Headmaster. The Chair will contact the LADO to seek guidance.

(d) Members of staff must understand that they have a professional obligation to do this. There is no discretion not to report such an allegation, and failure to report a concern or allegation is potentially a serious disciplinary matter.

(e) The Headmaster is advised to liaise with the DSL or DDSL (not a DSL/DDSL who is the subject of an allegation) because the DSL/DDSL will have received a higher level of child protection training. If the Chair of Governors receives an allegation, he is similarly advised to liaise with the Nominated Governor for Child Protection.

(f) It is obvious that such allegations need to be treated with the utmost discretion, and the school is well aware that an allegation mistakenly made, whether or not for frivolous or malicious reasons, can jeopardise the career of a member of staff. **At the same time, the safety of the pupil is paramount and overrides all other considerations.** The procedures followed will be applied with common sense and judgement.

(g) The Headmaster, in liaison with the DSL, will carry out an urgent initial assessment in order to establish whether the criteria has been met for an immediate referral to the LADO for an initial discussion (see Section 12). If the allegation is that a member of staff has acted in a way that has harmed, or may have harmed a child (physically, sexually or emotionally), or has possibly committed a criminal offence against a child, or has acted towards a child in a way that would make him/her not suitable to work with children and may pose a risk to children, then the Headmaster (or Chair of Governors) or DSL **must** refer the matter to the LADO.

(h) **There is no discretion for the Headmaster (or Chair of Governors) or DSL to make his/her own decision about what may appear to be a borderline case.** Concerns must be discussed with the LADO. This may be done tentatively and without giving names in the first instance.

(i) Subsequent actions will be as agreed with the LADO. The School **must not** do anything that might jeopardise a police investigation. In particular, the school **must not** attempt to investigate allegations of child abuse and **must not** ask pupils leading questions. Such investigations must be left to the appropriate external agencies (police, social services, medical authorities).

(j) During the course of the investigation the School, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils, and how media enquiries are to be dealt with. Due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions on the identification of teachers who are the subject of allegations from pupils. Parents/carers of any pupil involved will receive specific advice from the School about reporting restrictions and the importance of maintaining confidentiality. The School will support the member of staff by making every effort to maintain confidentiality, guard against unwanted publicity and keep him/her informed on a regular basis. The child's parents will be kept similarly informed throughout the process (as guided by the LADO).

(k) Following the initial discussion, a course of action will be agreed with the LADO. If the LADO declines further involvement, the allegation or concern will be dealt with in accordance with the School's internal procedures. Where the LADO decides that a course of action is required, the School will follow advice and instructions given by the LADO and, more generally, the guidance set down in KCSIE. This will include taking a

decision as to whether the adult concerned should be suspended from his or her work at the School. It may be necessary to suspend the member of staff during any investigation. This is a neutral move that is designed to protect both pupils and the member of staff. Suspension will only be considered in a case where there is cause to suspect a child or other children at the School are at risk of harm or the case is so serious that it might be grounds for dismissal; the allegation relates to a potential criminal offence and warrants investigation by the police. Based on assessment of risk, alternatives will be considered, such as redeployment within the School so that the individual does not have direct contact with the child concerned, providing an assistant to be present when the individual has contact with the child, redeploying to alternate work within the School, moving the child to classes where they will not come into contact with the individual. Suspension will not be an automatic response or imposed as a 'knee jerk action'; all alternatives to suspension will be properly considered. If the person concerned is suspended, he or she will be given a named contact at the School who will inform them of progress in resolving their case and assess the level of support they require. Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. The person should be informed at the point of their suspension who their named contact is within school. The term does, however, have an unfortunate negative connotation, and the School will therefore only suspend a member of staff from contact with pupils after careful thought and consideration. A person who is the subject of an allegation will receive effective support from the School, which will do all that it reasonably can to deal with the allegation as quickly as possible, but in a way that is both fair and consistent. The School will inform the person as soon as possible of the allegation and the likely course of action. Advice will be also provided on contacting trade union officials and other sources of support.

(l) If any subsequent action is necessary following the completion of the investigation they will be taken in accordance with the School's Disciplinary Procedures for staff.

(m) All allegations must be kept on file, even if found to be unsubstantiated or unfounded. However, allegations that are found to be malicious must not be kept on staff file. Pupils who make malicious allegations will be dealt with under the School's disciplinary procedures as described in the Behaviour Management Policy.

(n) If the School dismisses or otherwise ceases to use the services of a person because he or she has harmed a child, poses a risk of harm to children or has committed a relevant offence, it will immediately report this fact to the Disclosure and Barring Service. In addition, if the person concerned was a member of teaching staff, the School will consider making a referral to the National College for Teaching and Leadership (NCTL), who will decide whether or not to issue a prohibition order. The School will make a serious incident report to the Charity Commission in accordance with the Commission's guidelines.

(o) Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at: *Advice on whistleblowing*

- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 028. This line is available from 8:00 AM to 8:00 PM, Monday to Friday, Email: help@nspcc.org.uk

15. The School's Staff Behaviour Policy

A separate code of conduct for staff, described as the Staff Behaviour Policy, has been produced to guide staff and volunteers in their relationships with pupils. This policy aims to ensure both that staff neither place pupils nor themselves at risk of harm, and that they avoid conduct that might expose them to the risk of an allegation that they have harmed a child. It includes guidance on all aspects of communication with pupils, including social media. The policy is available to staff on Firefly on the School's computer network, or from the Human Resources Manager.

Avoiding Allegations of Abuse: Guidance to Staff

Allegations of abuse of children are sometimes made against staff by children themselves or by their parents/guardians or by others close to the school. In cases such as these, allegations can be malicious or unfounded. Staff have a duty, however, to ensure that they do not put themselves in a situation where it may be easier for such allegations to arise. The following guidance is provided:

(a) Physical Contact with Pupils

In general, physical contact with pupils should be avoided. However, there are situations when it is unavoidable. Displays of emotion by children should be met with a reasonable response (such as a hand on the shoulder). Kissing or cuddling (and in general hugging) a pupil is not appropriate. When a pupil is in need of consolation, great care should be taken to ensure that the consolation provided is appropriate to the circumstances and the age of the pupil. In sporting activities, especially when demonstrating exercise techniques great care should be taken to avoid contact if possible. The teacher should either demonstrate the exercise him/herself or use visual aids. If physical contact is essential then hands should be placed in a supportive position, giving preference to arms, legs and the back. **Members of staff are reminded that hitting a pupil is never acceptable and that the School does not use corporal punishment.** Where it is necessary for a member of staff to restrain a pupil physically the appropriate guidance in the Behaviour Management Policy must be followed.

(b) One-to-One Situations

Staff should take great care when dealing with a pupil alone. Where possible, such encounters should take place at a time when, and in a location where, there are other people in the vicinity. It makes sense to leave a door open and to have a physical barrier (such as a desk) between the pupil and the teacher. Such arrangements should, of course, be made in the context of the need to provide confidentiality where appropriate to the pupil concerned. Members of staff should avoid being on their own with a pupil in a car.

(c) Electronic Communication

Where members of staff need to communicate with pupils using e-mail, they must do so only using their staff school email addresses. It is not acceptable for members of staff to communicate with pupils using social networking sites (such as Facebook) or instant messaging services. The School recognises that members of staff may gather the mobile telephone numbers of pupils in the course of the safe running of a school trip. However, staff must delete any pupil numbers stored in their personal mobile telephones at the conclusion of the trip. In general, communicating with pupils using mobile telephones is not acceptable, and staff should not give their personal telephone numbers to pupils or personal email addresses to pupils, nor should they communicate with them by text message or personal email. If they need to speak to a pupil by telephone, they should use the School's telephones. Great caution is also advised when communicating with recent former pupils by electronic and other means, as they may have friends or siblings who are still pupils at the School.

(d) Suggestive Conversation

Members of staff must avoid having conversations with pupils that use inappropriate language, such as swearing or sexual innuendo, or that are sexually suggestive.

(e) Photographic Images

The taking of photographs of pupils by members of staff whilst undertaking school activities is acceptable in principle, whether the images are captured on school or personal equipment. It is not, however, acceptable for members of staff to take or share images of pupils that are inappropriate (either by virtue of what the pupils are doing or by virtue of how they are dressed). All photographs of pupils taken whilst undertaking school activities must be stored on the school network and must not be stored on personal devices. Personal devices may be used for temporary storage as part of the process of transferring captured images to the school network, but images must be deleted from personal devices once the process of transferring them to the school network has been completed and this must be carried out as soon as is possible. Images stored on the school network must not be downloaded onto personal devices, and members of staff must not take or download images of pupils for personal purposes.

Members of staff working in the EYFS must not be in possession of a personal camera or personal mobile telephone whilst working in the setting. Parents and visitors are also required to refrain from using electronic devices for the purpose of making calls or recording images in the setting. Nursery parents consent to the use of Tapestry (Electronic Learning Journey) to record images that illustrate the pupils individual development. All images should be deleted once the pupil has left the setting.

(f) Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to diffuse the situation have failed. Another member of staff should, if

possible, be present to act as a witness. All incidents of the use of physical restraint should be recorded in writing and reported immediately to the Headmaster who will decide what to do next. Where this relates to the School's Nursery and EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable.

(g) Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

(h) Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff.

(i) Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

16. Allegations of abuse made against other children

Where it is alleged that a child has been abused by another child, the School will refer the matter to Children's Social Care or the police in accordance with the relevant local Contact and Referrals Procedure. Any pupils who are involved, whether as alleged victims and/or perpetrators, will receive appropriate care from the School. Any bullying incidents which involve significant harm to a pupil will be treated as a safeguarding concern. The School's Anti-Bullying Policy is available on the School's website.

Children are capable of abusing their peers and peer on peer abuse can manifest itself in many ways. Peer on peer abuse includes Sexting and gender based bullying eg a pupil being sexually touched or assaulted by another pupil. It is important that all allegations

of peer on peer abuse are investigated. This should be carried out in a sensitive manner and it should be made clear that abuse is abuse and should never be tolerated or passed off as a 'banter' or 'part of growing up'.

Any peer on peer abuse allegation must be referred to the DSL immediately. Where a concern regarding peer on peer abuse has been disclosed to the DSL advice and guidance will be sought from First Response and if it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted. Following advice from external agencies there will usually be a School response to the unacceptable behaviour, for example, if a pupil's behaviour negatively impacts on the safety and welfare of other pupils then safeguards will be put in place to promote the well-being of the pupils affected, the victim and perpetrator will be provided with support to prevent any reoccurrence of improper behaviour.

17. Pupils with SEND

Pupils with special educational needs and disabilities, whether having an EHC Plan, legacy Statement or neither, can face additional challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

Any causes of concern should be reported immediately to the DSL, or in their absence a DDSL, who, in discussion with the SEND Co-ordinator will investigate and report, if necessary, to First Response.

18. Looked after children

The School nominates a designated member of staff (usually one of the DDSLs) to safeguard and promote the welfare of any 'looked after' child at the School. This person reports to the DSL. The term '**looked after**' refers to children and young people who are in the care of the Government or who are provided with accommodation for more than a continuous period of 24 hours. The most common reason for children becoming looked after is as a result of abuse and/or neglect. In the case of a pupil becoming 'looked after' then the legal status of the child's care arrangements will be kept on the pupil's file. Staff will be made aware of the care arrangements of the child. The DSL will have the details of the social worker involved with the child. If a referral is received concerning a child or young person who is 'looked after', the same procedures should be followed as for any child or young person at the School.

19. Training

All staff and volunteers are trained appropriately, with regular updates, in accordance with procedures laid down by the LSCB.

(a) The DSL / DDSLs are trained in child protection and in local inter-agency working in line with '*Working Together to Safeguard children*'. The Headmaster is also trained in child protection and in local inter-agency working. This training is updated at least every two years. This training is provided by Staffordshire Safeguarding Children Board. In addition they update knowledge and skills by emails etc at regular intervals to keep up with developments relevant to their role. This meets the requirements of *KCSIE*. They have job descriptions that include reference to their safeguarding roles and other activities.

(b) All members of staff (and part-time members of staff) have received training in safeguarding and child protection procedures. This training is updated annually. This training may be provided by the DSL, or alternatively is provided by the local social services department or external agencies acceptable to the Staffordshire Safeguarding Children Board. All staff must read and confirm that they have read *Part 1 of KCSIE* at the start of each academic year. Safeguarding and child protection updates (via email and/or staff meetings) will be sent out as required, but at least annually in order to ensure that staff have the relevant skills and knowledge to safeguard children effectively.

(c) All newly-appointed members of staff undergo child protection training as part of their induction. They are provided with a copy of Part One of *KCSIE*, including Annex A, the School's Safeguarding Policy and the Staff Behaviour Policy. This training is provided by the School's DSL who makes them aware of their role; they receive appropriate induction training on their responsibilities in being alert to the signs of abuse and bullying, as well as the procedures for recording and referring concerns to the DSL. Training is an important part of the induction process. Training includes an overview of this policy, the Staff Behaviour Policy and the Whistleblowing Policy, the identity of the DSL and Deputy DSLs, and a copy of Part 1 of *KCSIE*. Training also makes staff aware of the forms and signs of child abuse, and promotes greater awareness of particular safeguarding concerns, including political/ religious extremism, female genital mutilation, child sexual exploitation, cyber-bullying and mental health. It is the responsibility of the DSL and Deputy DSL to ensure that training is in accordance with latest advice provided by SSCB and other relevant agencies.

(d) Voluntary staff are made aware of the Child Protection (Safeguarding) Policy by the DSL. Safeguarding and child protection training is also given to governors.

(e) All records of staff training are kept in the Child Protection Log. This is kept and maintained by the Headmaster of Newcastle-under-Lyme School.

20. Staff Obligations and Disqualification by Association

All staff in the School are required to notify the School immediately if there are any reasons why they should not be working with children. The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff must also notify the School immediately if they are living in a household where anyone lives or works who has been disqualified from working with children or from registration for the provision of childcare. This includes any staff who are disqualified from childcare or registration including 'by association' i.e. they live in the same household (or someone is employed in their household) as someone who has unspent cautions or convictions for a relevant offence (please see a list of the relevant offences set out here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/384712/DBS_referrals_guide_-_relevant_offences_v2.4.pdf). The 'by association' requirement also applies if you live in the same household as or someone is employed in your household who has been disqualified from working with children under the Childcare Act 2006. All staff (paid or volunteers) who are involved in the provision or management of childcare for children under the age of 8 must sign a declaration that they have not been disqualified from childcare or disqualified by association.

The Childcare (Disqualification) Regulations 2009 apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children **who have not attained the age of 8 and to those who are directly concerned in the management of that childcare.**

Staff who are disqualified from childcare or registration, including 'by association', may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Staff should speak to the DSL or the Headmaster for more details.

21. Safeguarding children and whistleblowing

A member of staff or volunteer who has concerns about the behaviour of another member of staff towards a child, or more general concerns about failings in the School's safeguarding and child protection procedures, should report them, following the guidance in the School's Whistleblowing Policy (available on Firefly, or from the Human Resources Manager). They can be confident that such concerns will be thoroughly investigated. Adverse consequences will not be suffered by anyone who reports a genuine concern in good faith. Where there are allegations of criminal activity, the relevant authorities will always be informed

22. Safer Employment Practices

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the *Independent School Standards Regulations* and the requirements of *KCSIE*.

In line with Part 3 of the DfE's guidance '*Keeping Children Safe in Education*' (*KCSIE*), the Governing Body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised.

As part of carrying out safe recruitment procedures under *KCSIE*, members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or with appropriate risk control managements authorised by the Headmaster and reviewed fortnightly, as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service. Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.

All governors, volunteers and contractors working regularly during term-time (such as contract catering staff) are also subject to the statutory DBS checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils at school or on another site. Should the School develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

Please also refer to the School's Safer Recruitment Policy which is reviewed by governors annually for further details.

23. Promoting Awareness amongst pupils about safeguarding and online safety

The School seeks to give its pupils an age-appropriate understanding of how to promote both their own safety and well-being and that of other children. This is done through a variety of means, including the PSHE programme, ICT lessons, tutor / form periods and assemblies. The School protects its pupils when accessing the internet via the School's network through the use of firewall and content filtering software.

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

Time is allocated in PSHE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding, including a sympathetic appreciation of other faiths and cultures, and embed fundamental British values of democracy, the rule of law and individual liberty. All pupils know that there are adults whom they can turn to if they are worried. If the School has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

They also include specific advice to children as to how to keep themselves safe, especially when using electronic equipment and accessing the internet. Further guidance to pupils on e-safety and appropriate use of electronic equipment can be found in the School's Acceptable Use Policy. The School recognises its obligations, under the Counter-Terrorism and Security Act 2015, to prevent its pupils from being drawn into terrorism and develop their resilience to extremist ideologies. The School works in partnership with the LSCB and other agencies to make staff aware of how to protect children who may be vulnerable to radicalisation or exposed to extremist views. All pupils know that there are adults to whom they can turn to if they are worried.

Our support to pupils includes the following:

- Advice and help numbers are available for external specialists such as ChildLine, CEOP, Bullybusters are displayed on posters in classrooms.
- Our First Aid Rooms display advice on where pupils can seek help and the School Counsellors are available for help and advice.
- We provide leadership training to our head boys/girls and their team of prefects which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. For more details on cyber-bullying please refer to the School's Anti-Bullying Policy.

24. Review

This policy is reviewed annually by the Governing Body to check that it remains compliant with current legislation. The Nominated Governor with responsibility for Child Protection (Safeguarding) (see Section 6) meets annually with the DSL to discuss how the policy has been implemented during the previous year. He will then make an annual report to the Governing Body in order to assist it with an annual review of the efficiency with which the duties of the school in relation to its Child Protection (Safeguarding) policies have been discharged. The Governing Body will ensure that any deficiencies or weaknesses identified by the annual review are remedied without delay.

25. Related Child Protection (Safeguarding) Policies

- Staff Behaviour Policy
- Safer Recruitment Policy
- Whistleblowing Policy
- Anti Bullying Policy
- Preventing Extremism and Radicalisation Policy
- Missing Pupil Policy
- Educational Visits Policy
- Health and Safety Policy

Appendix 1: Specific safeguarding issues

All staff should have an awareness of safeguarding issues; some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

All staff should be aware safeguarding issues can manifest themselves through children abusing children. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the School's policies and procedures with regards to peer on peer abuse.

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

- Bullying including cyberbullying
- Child missing from education - see below
- Child missing from home or care
- Child sexual exploitation (CSE) – see below
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – see below
- Forced marriage
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Missing children and adults strategy
- Mental health

- Private fostering
- Preventing Radicalisation – see below
- Sexting
- Relationship abuse
- Trafficking

1. Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory age who are missing education in their area. A child going missing from education is a potential indicator of abuse or neglect.

See *'Missing Children and Adults Strategy'* and *'Children Missing Education'* DfE.

School staff should follow the School's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

All pupils at the School are on the Admissions Register and also recorded on the Attendance Register, both of which are maintained by the Registrar, Mrs C Quigley. The Registrar informs the local authority of any pupil who is going to be deleted from the Admission Register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of this school;
- have been certified by the School's appointed medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period;
- have been permanently excluded.

The local authority is notified when the School deletes a pupil from its Register under any of the above circumstances. This is done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the Register. This enables the local authority to follow up with any child in danger of not receiving an education who might be at risk of abuse or neglect.

The School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

2. Child sexual exploitation (CSE)

CSE is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

1. Children who appear with unexplained gifts or new possessions;
2. Children who associate with other young people involved in exploitation;
3. Children who have older boyfriends or girlfriends;
4. Children who suffer from sexually transmitted infections or become pregnant;
5. Children who suffer from changes in emotional well-being;
6. Children who misuse drugs and alcohol;
7. Children who go missing for periods of time or regularly come home late;
8. Children who regularly miss school or education or do not take part in education

3. So-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the DSL or a DDSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage 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* (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the *Multi-agency guidelines: Handling case of forced marriage* (https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf.)

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 **there has been a mandatory reporting duty placed on teachers that requires a different approach** (see following section).

4. Female Genital Mutilation

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.

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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. 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, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at '*Mandatory reporting of female genital mutilation procedural information*'.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the School's DSL and involve

children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

5. Forced Marriage

Forcing a person into a 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.

Schools can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

6. Preventing Radicalisation

See Preventing Extremism and Radicalisation Policy

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism (extremism is 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).

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The Internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at

risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities and all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the ‘Revised Prevent duty guidance for England and Wales’ are specifically concerned with schools.

The statutory ‘*Revised Prevent duty guidance: for England and Wales*’ (for schools) summarises the requirements on schools, which we follow, in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements, as is the case for the School, take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs). Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important for us to assist and advise families who raise concerns and be able to point them to the right support mechanisms. School will also discuss any concerns in relation to possible radicalisation with a child’s parents in line with our school’s safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.
 - All staff receive Prevent awareness training (WRAP) to enable them to protect children from the risk of radicalisation.
 - Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Our school ensures that suitable filtering is in place and teaches pupils about online safety more generally.

The government website ‘educate against hate’ (<http://educateagainsthate.com/>) provides information and resources that help to recognise and address extremism and radicalisation in young people.

Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early

stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the school to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel Panel to discuss the individual referred to determine whether support is required. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel is chaired by the local authority and includes the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals.

Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels.

Appendix 2: Role of the DSL

The School has one DSL, Designated Safeguarding Lead, and four trained Deputy Designated Safeguarding Leads (DDSL). They work closely together.

The DSL, currently Mrs J A Simms, is a member of the School Senior Management Team and takes the lead responsibility for safeguarding and child protection. The DSL provides advice and support to staff on child welfare and child protection matters, takes part in strategy discussions and interagency meetings or supports others in doing so and contribute to the assessment of children.

The DSL:

- Refers cases of suspected abuse to the local authority children's social care as required;
- Supports staff who make referrals to local authority children's social care;
- Refers cases to the Channel programme where there is a radicalisation concern as required;
- Supports staff who make referrals to the Channel programme;
- Refers cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Refers cases where a crime may have been committed to the Police as required.

Work with others

- Liaises with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaises with the "case manager" and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Acts as a source of support, advice and expertise for staff.

Undertake training

The DSL and DDSLs undergo training to provide the knowledge and skills required to carry out their roles. This training is updated at least every two years. The DSL and DDSLs undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills is refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 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;
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals; Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.
- Understand and support the School with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The DSL should:

- Ensure the School's Child Protection (Safeguarding) policies are known, understood and used appropriately;
- Ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

- Where children leave the School ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from

the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the DSL or DDSLs will always be available (during School hours) for staff in the School to discuss any safeguarding concerns.

Appendix 3: Children staying with host families

Private fostering and educational institutions

School quite often makes arrangements for our children to have learning experiences where, for short periods, the children may be provided with care and accommodation by a host family to which they are not related. This might happen, for example, but not only, as part of a foreign exchange visit or sports tour. Such arrangements could amount to “private fostering” under the Children Act 1989 or the Safeguarding Vulnerable Groups Act 2006, or both. The following paragraphs are not intended to be a comprehensive guide to all the circumstances in which private fostering may arise, but only to those situations which might arise for school through the normal course of our activities in promoting learning activities for children.

DBS check request by a regulated activity provider

Where a private fostering arrangement is made by a school or a third party such as a language school and the school or third party has the power to terminate the arrangement, then it **could be the regulated activity provider** for the purposes of the Safeguarding Vulnerable Groups Act 2006. A regulated activity provider will be committing an offence if they allow a person to carry out a regulated activity whilst barred and they know or have reason to believe that the person was barred.

Where the School is the regulated activity provider, it will request a DBS enhanced check (which will include barred list information) to help determine their suitability for the arrangement. However, where the parents make the arrangements themselves, this will be a private matter between the child’s parents and the host parents and in these circumstances the School will not be the regulated activity provider.

LA notification when private fostering is discovered

Where the School has not been involved in making the arrangement but a member of staff or volunteer at School becomes aware that a pupil may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person’s home, they should raise this in the first instance with the designated senior person for child protection, the Designated Safeguarding Lead at School. The School will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child. A person who is barred from regulated activity will themselves be committing an offence under the Children Act 1989 and under the Safeguarding Vulnerable Groups Act 2006 if they privately foster a child. If the School

has any reason to believe that the third party is failing to undertake a statutory duty we will notify the police.

Although the School may arrange for our children to stay with families overseas, the DBS cannot access criminal records held overseas. Host families in other countries, therefore, cannot be checked in the same way by local authorities as schools in this country when children stay abroad. The School will work with partner schools abroad to ensure that similar assurances are undertaken prior to a visit.

If they wish, local authorities and schools can contact the relevant foreign embassy or High Commission of the country in question and find out if similar checks can be done in that country.

J A Simms

Policy Reviewed at SMT: October 2017

Policy Reviewed by Governors: May 2017

EYFS checked: September 2016

Next Review Due: October 2018