



# Safeguarding and Child Protection Including EYFS Cleveland's Preparatory School

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## 1. Background

This policy has been developed in accordance with the principle established in the:

This policy has been revised in accordance with guidance and publication of revisions as follows and Local Authority Safeguarding Children Partnership Child Protection Procedures

- Education Act 2002, section 175
- The Children Act 1989 and 2004 and the Education Act 2002, section 175
- ‘What to do if you are worried a child is being abused - Advice for practitioners’ (DfE, 2015)
- Prevent Duty Guidance: School specific advice (July 2015)
- ‘Working Together to Safeguard Children’ (DfE 2018)
- ‘Keeping Children Safe in Education’ (DfE, 2021)
- ‘Disqualification under the Childcare Act 2006’ (DfE, 2018)
- ‘Children missing education’ (DfE, 2016)
- ‘Staffing and Employment Advice for Schools’ (DfE, 2021)
- Teaching Online Safety in Schools (DfE, 2019)
- ‘Relationships Education, Relationships and Sex Education (RSE) and Health Education’ (DfE, 2019)
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‘Working Together to Safeguard Children’ (2018) requires all schools to follow the procedures for protecting children from abuse established by the Bolton Safeguarding Children’s Partnership (BSCP) and Multi-Agency Safeguarding Hub (MASH).

This policy should be read in conjunction with the policies listed below:

- Health and Safety
- Code of Conduct
- Safer Recruitment
- Non-Discrimination and Inclusion
- Internet
- Complaints
- Risk Assessment
- Relationships and Sex Education
- PSHCE
- Data Protection

## 2. Introduction

Safeguarding incidents may happen anywhere and staff should be alert to the possibility of concerns being raised at school. At the School we will ensure that we have appropriate procedures in place for responding where we believe that a child has been abused or is at risk of abuse. The procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse. At the School we understand that promoting the welfare of children is **everyone’s** responsibility. **Everyone** has a role to play in safeguarding children. This means that all staff

should consider, at all times, what is in the best interests of the child. As a school we recognise the additional vulnerability of students with SEND. There is a zero-tolerance approach, and even if there are no reported cases, staff do not take the view that it does not happen in school.

This policy is available on the school website – <https://www.clevelandsprepschool.co.uk/parents/policies/> and a printed copy on request.

At the school, working together to safeguard children is best summarised as:

- understanding safeguarding encompasses mental and physical health
- understanding that safeguarding is everyone's responsibility;
- understanding that safeguarding systems should be child-centred;
- our duty to protect children and young people from maltreatment;
- our duty to prevent our impairment of children and young people's health or development;
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care;
- undertaking the role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

### **3. Aims and objectives**

The policy aims:

- to help the school provide a supportive community
- to raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- to provide a systematic means of monitoring children known or thought to be at risk of harm;
- to develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse;
- to develop and promote effective working relationships with other agencies, especially the Police and Social Care Services;
- to ensure that all adults within the school who have access to children have been checked as to their suitability;
- to emphasise the need for good levels of communication between all members of staff.

### **4. Early Help**

All staff should be prepared to identify children who benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the Foundation Years upwards, including issues relating to disability, certain health conditions and mental health. Staff are aware of the potential for multiple issues overlapping, are vigilant and report this. In the first instance, staff should discuss early help requirements with the designated lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are required to be aware of the early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in

liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given referral to children's social care if the child's situation does not appear to be improving.

## 5. Procedures

The school procedures for safeguarding children will be in line with Bolton Safeguarding Children's Partnership, MASH team and associated partners procedures.

The school will ensure that they:

- maintain an ethos where the children feel secure and listened to;
- foster positive relationships between staff and students through strong and supportive pastoral care and effective teaching methods;
- ensure all staff are made aware of their safeguarding responsibilities and are adequately trained in safeguarding procedure;
- the Designated Safeguarding Lead (DSL) is the Head, Keith Cahillane, who takes regular training which is inter agency and in line with BSCP procedures.  
keith.cahillane@clevelandsprepschool.co.uk 01204 843898
- Mrs. M. Latham, EYFS Lead (Deputy DSL) will act in the DSL's absence. Contact details: [michelle.latham@clevelandsprepschool.co.uk](mailto:michelle.latham@clevelandsprepschool.co.uk) 01204 843898
- Mr Ali Khan is a Director of Alpha Schools and is the Director with overall responsibility for Safeguarding at the School. Contact details: [ali.khan@alphaschools.co.uk](mailto:ali.khan@alphaschools.co.uk), 01494 535857
- where an allegation is against the Head, the Head must not be informed of the allegation prior to contact with the chair and LADO;
- staff are trained to develop their understanding of the signs and indicators of abuse;
- staff know how to respond to a student who discloses abuse;
- all parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures;
- procedures are regularly reviewed and updated;
- all new members of staff and volunteers will be given a copy of the child protection procedures. They will be made aware of the identity and the role of the Designated Safeguarding Lead;
- all staff and volunteers must read and follow the Staff Code of Conduct.

Regardless of Covid-19, the school is committed to safeguarding and promoting the welfare of children. During any period of partial or full school self-isolation, the principles and practices of the school's Safeguarding and Child Protection Policy will continue to apply.

In any period of partial or full school closure due to Covid-19, the following procedures will apply:

- there will always be a nominated DSL or deputy DSL available, either on site or contactable by phone or online video. Where a DSL or deputy is not on site a senior leader will take responsibility for safeguarding on site if the school is open;
- students or parents with a safeguarding concern should contact the SLT or DSL for that day or can email the DSL;

- the school will continue to work with and support children's social workers and local authority virtual school Heads to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate;
- the school will also maintain a record of all staff/volunteers on site on any given day;
- the school will provide a safe environment for online learning. All students and staff must remind themselves of and adhere strictly to the Acceptable Use Agreements and Online Safety Policy, including any COVID-19 extensions to these policies;
- we recognise that school can be a protective factor for children and young people, and that Covid-19 could affect the mental health of students and their parents. Staff will be in regular contact with students and will continue to be vigilant for signs of safeguarding risk or emotional distress;
- pastoral concerns will be addressed initially by the class teacher, who may involve the safeguarding team depending on the nature of the issue;
- all safeguarding and pastoral concerns will be recorded following the standard procedure;
- students or parents with a pastoral concern should contact the class teacher or SLT who will support and direct them to other staff as needed;
- where a student is already known to the school as being in need, or is in receipt of pastoral-type support in school, the DSL will ensure that a communication and support plan is in place for that child. This may include email, phone or online video contact. The plan will be reviewed regularly and where concerns arise the DSL will consider any referrals as appropriate. Class teachers will make daily contact with students and all staff are aware to keep a close eye on those students and report any concerns immediately.

## **6. Responsibilities**

The school recognises its duties both to children in need and to children at risk of harm.

Responsibilities of the Head and DSL:

It is the role of the Head and DSL to take responsibility for safeguarding and promoting the welfare of children, including relating to online safety. This is a shared responsibility and requires:

- having clear lines of responsibility
- having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people
- having procedures for dealing with allegations of abuse against members of staff and volunteers
- making sure that the staff get appropriate training. The designated members of staff to undertake appropriate training every two years
- having clearly understood the working procedures on how to safeguard and promote the welfare of young people
- working with the child's parents to support their child's needs
- helping parents understand that the school, like all others, has a responsibility for the welfare of all students and has a duty to refer cases to Social Care in the interests of the child

- any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- ensuring that children receive appropriate and timely preventative interventions when required supported through PSHCE sessions
- notifying the LADO of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations
- ensuring that, under the direction of the Head, the central register is accurate and up to date and that confidentiality and storage of records in relation to Child Protection and Safeguarding are maintained
- the school policies cover all activities from the moment the door is first opened in the morning to when it is locked in the evening
- ensuring that the school operates within the legislative framework and recommended guidance from the Bolton Safeguarding Children's Partnership (BSCP) and MASH
- immediately notify the appropriate safeguarding agency whenever an allegation or disclosure of abuse has been made
- ensuring that the school effectively monitors children about whom there are concerns
- keeping written records of concerns about a child even if there is no need to make an immediate referral
- ensuring that all such records are stored confidentially and securely and are separate from student records
- ensuring that the Head is kept fully informed of any concerns
- monitoring register attendance and absences for all students
- submitting reports to and attend child protection conferences
- ensuring that all staff and volunteers are aware of the Bolton Safeguarding Children's Partnership (BSCP) and MASH Child Protection Procedures:  
<https://www.boltonsafeguardingchildren.org.uk>
- ensuring that appropriate training and support is provided to all staff, particularly about when help may be required, e.g. anorexia, children with mental health problems or self-harming
- developing effective working relationships with other agencies and services
- liaising with Social Care teams over suspected cases of child abuse.
- liaising with the Local Area Designated Officer (LADO), Child Protection Officer, Education, Safeguarding and Mental Health Teams as appropriate. This must be within one working day or phone 999 if a child is in immediate danger
- providing guidance to parents, children and staff about obtaining suitable support
- making a commitment to develop productive, supportive relationships with parents, whenever it is in the student's interests to do so
- informing the social worker responsible where a student who is / or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file;
- ensuring that the school effectively monitors children about whom there are concerns. In case of serious harm, the police must be informed
- Differentiating between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. Children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Children who are in need of additional support should be referred to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches.

- Promoting educational culture sharing information about welfare
- It is the responsibility of the DSL to work with mental health team.

For the avoidance of doubt, these responsibilities also extend to the safeguarding of children online.

Governors and proprietors' are responsible when hiring of or renting out of school and facilities to other organisations, including ensuring appropriate safeguarding arrangements are in place (including inspecting these as needed).

## **7. Reporting**

The reporting of Safeguarding practice at the school enables the Director Mr Ali Khan to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority/-ies is vital in order that appropriate support and training can be given. These are requirements of 'Keeping Children Safe in Education (DfE September 2021)'.

The Designated Safeguarding Lead or Deputy Designated Safeguarding Lead will liaise with the Director responsible for safeguarding, together reviewing the policy at least annually.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

Any allegation or incident where the school suspects or believes a crime (Note: any incident of a sexual nature will be regarded as criminal) will be referred immediately to the police and social care. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the school should take a view from the social care team before referring to the police. In all instances parents and carers should be informed, unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In any case referred, the police will provide guidance as to what and to whom information can or cannot be provided.

All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

All disclosures will be reported to Bolton Safeguarding Children's Partnership within 24 hours.

## **8. Training**

Summary of Child Protection Training:

- Designated Safeguarding Leads must undertake inter-agency training every two years (Level 3);
- teaching and other staff should have training updated every three years (Basic Child Protection Awareness training);
- all staff working directly with children must complete Prevent Training and Online Safety through our Educare Training provider and receive regular updates;
- a record should be kept of dates training took place for all members of staff whilst child protection updates will be discussed at times during the year;
- a Register should be taken at the beginning of each year to ensure all staff have read the Safeguarding policy and are familiar with its guidelines. Everyone must be aware of whom the DSL is and the supporting staff involved in Child Protection within the school;
- all staff must sign that they have read the first part of KCSIE and school leaders and staff

- who work directly with children must also sign that they have read Annex B;
- all staff receive regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
  - staff training relating to child on child sexual violence and sexual harassment;
  - the DSL and staff must be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Whilst everyone has had appropriate training the following serves as an aide memoir as regards matters to consider in terms of Safeguarding and promoting the idea that “it could happen here” and that staff must always act in the best interests of the child. All staff must understand that abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label. For new staff part of the induction process will be to present them with the appropriate policies, including:

- The school’s child protection policy, including information about the identity and role of the DSL and DDSL;
- the staff code of conduct, behaviour, acceptable uses of ICT and the whistleblowing procedure;
- Behaviour and Discipline Policy and the safeguarding response to children who go missing in education;
- a copy of Part 1 of KCSIE (and, Annex A and B also, for those who work directly with children);

These policies will also be given to temporary staff and any volunteers working regularly within school (one day per week or more).

Annex B of KCSIE 2021 contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children must read this annex.

As per Part one of the KCSIE 2021 guidance, if staff have any concerns about a child’s welfare, they should act on them immediately, following the procedures of this policy.

**Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children’s social care (and if appropriate the police) is made immediately.**

Annex B contains important information regarding:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime



- Domestic abuse
- Homelessness
- So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- FGM
- Forced marriage
- Preventing radicalisation
- The Prevent duty
- Channel
- Additional support
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting
- The response to a report of sexual violence or sexual harassment

### *Abuse and Neglect*

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

### *Child Abduction and Community Safety Incidents*

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

### *Children and the Court System*

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and

special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

### *Child Sexual Exploitation*

Child Sexual Exploitation involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Staff need to be aware of the possibility of this sort of abuse, however, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

### *Children with family members in Prison*

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### *Cybercrime Involvement*

Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain. There are a number of signs that may indicate a student is a victim or is vulnerable to being exploited which include;

- Missing from education
- Show signs of other types of abuse/aggression towards others
- Have low self-esteem, and feelings of isolation, stress or fear
- Lack trust in adults and appear fearful of authorities
- Have poor concentration or excessively tired
- Become anti-social
- Display symptoms of substance dependence
- Excessive time online computer/gaming forums
- Social Isolation in school with peers
- High-functioning with an interest in computing

This is not an exhaustive list and the School is aware of other factors which may also impact on the child. Like with all other safeguarding concerns, if our children are in this situation, support will be provided through the school or partner agency. Please refer to useful contacts for further advice and support regarding concerns of this nature.

### *Domestic Abuse*

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

### *Emotional abuse*

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), 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, though it may occur alone.

### *Extremism*

Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances of young people. Education is a powerful weapon against this; equipping young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.

Therefore, we will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalized. Furthermore, we are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.

Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for students and the Code of Conduct for staff.

As part of wider safeguarding responsibilities school staff will be alert to:

- Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
- Graffiti symbols, writing or artwork promoting extremist messages or images
- Students accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting students in other schools or settings
- Students voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or 'hate' terms to exclude others or incite violence
- Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture
- Attempts to impose extremist views or practices on others
- Anti-Western or Anti-British views
- Our school will closely follow any locally agreed procedure as set out by the Local Authority and/or the Local Safeguarding Children Board's agreed processes and criteria for safeguarding individuals vulnerable to extremism

### *Female Genital Mutilation (FGM)*

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff 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. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#).

There is now (from October 2015) a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The non-emergency number for the police is 101. It will be rare for teachers to see visual evidence, and they should not be examining students, 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

### *Forced Marriage*

A forced marriage is where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. It is recognised in the UK as a form of domestic or child abuse and a serious abuse of human rights. The pressure put on people to marry against their will may be physical – for example, threats, physical violence or sexual violence; emotional and psychological – for example,

making someone feel like they are bringing 'shame' on their family; Financial abuse, for example taking someone's wages, may also be a factor.

### *Gangs, Serious Violence and County Lines*

The School recognises the risks posed to children in relation to involvement in gang related activity which may be street gang, peer group or organised crime. Young people who are involved in gangs are more likely to suffer harm themselves, through retaliatory violence, displaced retaliation, territorial violence with other gangs or other harm suffered whilst committing a crime. In addition, children may experience violence as part of an initiation or hazing practices.

The school ensures that all staff are aware of indicators which may signal that children are at risk from, or are involved in, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts of new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity; drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

Like other forms of abuse and exploitation, county lines exploitation can affect any child or young person, male or female, under the age of 18; can affect any vulnerable adult over the age of 18; can still be exploitation even if the activity appears consensual; can involve force and/or enticement methods of compliance and is often accompanied by violence or threats of violence; can be perpetrated by individuals or groups, males or females, and young people or adults; is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

The school ensures that staff are aware of the associated risks of serious violence and county lines and understand the measures in place to manage these.

### *Hazing*

Hazing is the practice of rituals, challenges and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. Hazing is seen in different social groups, gangs, sports teams and institutions. The initiation rites can range from relatively benign pranks to protracted patterns of behaviour that can rise to the level of abuse or criminal misconduct. It may include physical or psychological abuse. It may include nudity or sexual assault and are aware this could look different at different ages in our school.

### *Homelessness*

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes

into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The Homeless Reduction Act Factsheets usefully summarise the new duties. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

### *Honour Based Abuse (HBA)*

HBA is a violent crime or incident which may have been committed to protect or defend the honour of the family or community. It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, HBA might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

When receiving a disclosure from a child, we should recognise the seriousness/immediacy of the risk of harm. For a child to report to any agency that they have fears of HBA in respect of themselves or a family member requires a lot of courage, and trust that we will respond appropriately. Specifically, under no circumstances should the agency allow the child's family or social network to find out about the disclosure, so as not to put the child at further risk of harm.

You should be aware that authorities in some countries may support the practice of HBA, and the child may be concerned that other agencies share this view, or that they will be returned to their family. The child may be carrying guilt about their rejection of cultural/family expectations. Furthermore, their immigration status may be dependent on their family, which could be used to dissuade them from seeking assistance. Where a child discloses fear of HBA, our response should include:

- Seeing the child immediately in a secure and private place

- Seeing the child on their own
- Explaining to the child the limits of confidentiality
- Asking direct questions to gather enough information to make a referral to LASCP and the police
- Developing an emergency safety plan with the child
- Agreeing a means of discreet future contact with the child
- Explaining that a referral to LASCP and the police will be made
- Record all discussions and decisions (including rationale if no decision is made to refer to LASCP)

### *Mental Health*

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and sure to the DSL or DDSL. Pastoral notes are made by staff and are shared with the SLT where appropriate. Any mental health related concerns should be raised to the Head who will then take suitable action.

### *Modern Slavery and the National Referral Mechanism*

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims ([www.gov.uk](http://www.gov.uk))

### *Neglect*

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### *Online Abuse*

The school recognises that abuse can take place wholly online, or that technology may be used to facilitate offline abuse. The school will also ensure that students are taught about safeguarding, including online safety (see Internet Policy), as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (RSE) and group sessions.

### *Peer-on-Peer abuse*

Children are capable of abusing their peers. Whilst it is recognised that peer on peer (peer to peer) abuse is gendered by nature, all peer-on-peer abuse is unacceptable and is taken seriously. Students are educated that passing off peer on peer abuse as 'banter', 'just having a laugh' or 'part of growing up' is unacceptable and sanctions and reflection time are imposed where appropriate. Victims of peer-on-peer abuse will be supported through mentoring, parental involvement and monitoring. Restorative justice or mediation is a useful tool. Victims, perpetrators and any other children affected by peer-on-peer abuse will be supported through mentoring, the involvement of external agencies, parental involvement, medication, monitoring and education. Peer on peer abuse is not tolerated in any form: sexual violence and sexual harassment; bullying/cyber-bullying; physical abuse; sexting; initiation/hazing type violence and rituals are just some of the forms it may take. There are different forms that peer-on-peer abuse can take, such as bullying (including cyber-bullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between peers, physical abuse which can include hitting, kicking, shaking, biting, hair pulling and otherwise causing physical harm.

All genders are at risk and staff are vigilant for any inappropriate sexual or physical interactions.

All allegations of abuse made against other students and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the school's Behaviour/Anti-Bullying Policy. The DSL will be informed of any allegations of abuse against other students, who will record the incident in writing and decide what course of action is necessary, with the best interests of the student in mind at all times. Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be well supported. If the report includes an online element staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE, 2018) guidance. If appropriate, a referral may be made to children's social services and, depending on the nature of the incident, the police. The DSL will decide which safeguards, if any, are necessary for the student, e.g. counselling support or immediate protection.

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. The risk assessment will consider:

- The victim, especially their protection and support
- The alleged perpetrator, their support needs and any disciplinary action
- All other children at the school
- The victim and the alleged perpetrator sharing classes and space at school

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting students. The DSL will consider:

- The wishes of the victim
- The nature of the incident including whether a crime has been committed and the harm



caused

- Ages of the children involved
- Developmental stages of the children
- Any power imbalance between the children
- Any previous incidents
- Ongoing risks
- Other related issues or wider context

In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the student at further risk of harm.

In order to prevent peer-on-peer abuse, the school will educate students about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons.

The school recognises that abuse can take place wholly online, or that technology may be used to facilitate offline abuse. The school will also ensure that students are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, Sex and Relationship Education (SRE) and group sessions.

#### *Physical abuse*

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

#### *Radicalization and the Prevent Duty*

It is vital that all staff are aware of the possible risks and look for warning signs with the children (all staff complete compulsory annual Educare training). There are some steps that are taken to safeguard children's welfare; the school's DSL will have overall responsibility to ensure the implementation of the Prevent duty.

Any unexplained absences of children are investigated early on the day of absence and parents are asked to give warnings in advance of any absences, either short or long term. If concerns in this area are linked with wider safeguarding concerns, then it may be considered appropriate to make the referral to the Channel programme rather than the usual Children's Services route.

Students are taught within a framework that celebrate British Values in order to foster resilience against radicalization.

#### *Additional Support*

The Department has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support. 133 According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when

they consider all the other factors relevant to how they carry out their usual functions. 134 “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). 135 The Home Office has developed three e-learning modules:

- [Prevent awareness e-learning](#) offers an introduction to the Prevent duty.
- [Prevent referrals e-learning](#) supports staff to make Prevent referrals that are robust, informed and with good intention.
- [Channel awareness e-learning](#) is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation. For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals. The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty

### *Sexual abuse*

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, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### *Sharing Nude or Semi-Nudes Images*

Sharing nude or semi-nude images is defined as ‘sending or posting sexually suggestive images via mobiles or over the Internet.’ It is also known as ‘sexting’ or youth produced sexual imagery. Creating and sharing sexual photos and videos of under-18s is illegal.

Sharing nude or semi-nude images is not tolerated, and students are encouraged to screenshot and report. The police may be contacted for advice or escalation. Phones will be screened and confiscation as necessary as part of an investigation. It is recognised that upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their the genitals or buttocks to obtain sexual gratification or cause the victim humiliation, distress or alarm is now a criminal offence.

## **9. Concerns**

All staff and volunteers should be concerned about a child if he or she:

- has any injury which is not typical of the bumps and scrapes normally associated with an

- accidental injury;
- regularly has unexplained injuries;
- frequently has some injuries (even when apparently reasonable explanations are given);
- gives confused or conflicting explanations about how injuries were sustained;
- exhibits significant changes in behaviour, performance or attitude;
- indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development;
- discloses an experience in which he or she may have been significantly harmed.

In addition, any other cause for believing that a child may be suffering harm should be reported. If a crime has been committed the matter should be reported to the police directly.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, sexting, absenteeism, domestic violence, fabricated or induced illness, faith abuse, gender based violence, hate and mental health should be immediately raised with the DSL.

- All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. Never dismiss any safeguarding disclosures as “banter”

It is also important that **low level** concerns are recorded and reported correctly: these may form a wider context and therefore all staff are aware that even minor and low level concerns must be taken seriously, and reported to the Safeguarding Team. The Safeguarding Team additionally review pastoral notes and incidents to ensure that any low level safeguarding issues are considered. Once a low level concern has been reported, the Safeguarding Team will ensure that this is handled correctly, escalating if required. This escalation will depend on the threat of harm, which is assessed frequently and robustly. If there are any doubts, the Safeguarding Team seeks advice from Social Services and BSCP.

Staff should be aware of the particular vulnerability of children with special educational needs and or disabilities and report any concerns to the DSL without delay. These additional barriers include assumptions that indicators of possible abuse (such as behaviour, mood and/or injury) relate to the child's condition, and are therefore unexplored or not explored to such depth that would be appropriate. Pupils with SEND may also be more prone to peer group isolation or bullying (including prejudice based bullying), and may be disproportionately impacted by such behaviours, without outwardly showing any signs. Pupils with SEND also may be inhibited by communication barriers or difficulties which may cause difficulties in managing or reporting challenges and concerns.

## **10. Procedures**

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. If the concern relates to radicalization then it may instead be made to the Channel programme. Details of the processes are contained within the 'Keeping Children Safe in Education' document.

The school is aware that there are restrictions on the reporting or publishing of allegations against teachers, and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency publish information about an

investigation or decision in a disciplinary case.

## **11. Dealing with a disclosure**

If a child discloses that he or she has been abused or exploited in some way, the member of staff or volunteer should support children appropriately.

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but not make promises which it might not be possible to keep.
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies.
- Reassure him or her that what has happened is not his or her fault.
- Stress that it was the right thing to tell.
- Listen, rather than ask direct leading questions.
- Not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Make a written record (see Record Keeping).
- Pass information to the Designated Safeguarding Lead without delay.
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead.
- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns e.g. a comment made by a child, an unusual mark or bruise.
- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Head.

There is general advice on how to respond to a child wanting to talk about abuse.

- Show acceptance of what the child says (however unlikely the story may sound).
- Keep calm.
- Look at the child directly.
- Be honest.
- Tell the child you will need to let someone else know – don't promise confidentiality.
- Even when a child has broken a rule, they are not to blame for the abuse.
- Be aware that the child may have been threatened or bribed not to tell.
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.

### *Helpful things to say*

- I understand what you are saying;
- thank you for telling me;
- It's not your fault;
- I will help you.

### *Things not to say*

- why didn't you tell anyone before?
- I can't believe it!

- are you sure this is true?
- why? How? When? Who? Where?
- never make false promises
- never make statements such as “I am shocked, don’t tell anyone else”

*At the end of the conversation*

- reassure the child that they were right to tell you and show acceptance;
- let the child know what you are going to do next and that you will let them know what happens;
- contact the appropriate DSL;
- consider your own feelings and seek pastoral support if needed;
- additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to his or her age, understanding and preference.

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

*Record keeping*

When a child has made a disclosure, the member of staff or volunteer is required to make suitable records.

- 
- Include a chronology outlining the details of the disclosure on the Record of Concern form
- Make notes as soon as possible after the conversation which is verbatim (the exact words used by the child, including swear words)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury on a Body Map (note that staff should only note injuries that would normally be seen and be careful not to ask children to undress)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer

All concerns, discussions and decisions regarding a Safeguarding issue recorded and kept on relevant file.

## **12. Support following a disclosure**

*Supporting staff*

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from

the appropriate governor or from the BSCP if required.

#### *Supporting staff against whom an allegation is made*

The school has a duty of care to its employees. Support will be given to staff who have an allegation made against them:

- individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police;
- the individual will be advised to contact their trade union representative, if they have one, or a colleague for support;
- a named representative will keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. This will continue if the employee has been suspended;
- parents and carers will be made aware of the legal requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing;
- reporting restrictions apply against the release of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply (unless anonymity is waived) until the point that the accused person is charged with an offence.

#### *Supporting children*

The School will endeavour to support all children by:

- encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- promoting a caring, safe and positive environment within the school;
- liaising and working together with all other support services and those agencies involved in the safeguarding of children;
- teaching the children about safeguarding, including online, through the curriculum and PSHE;
- helping children to adjust their behaviours in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet;
- children are taught about the risks posed by adults and young people, who use the internet to bully, groom, abuse or radicalise other people, especially children and young people;
- parent meetings will be held at least once each year to help support parents in keeping their children safe online.

Online safety is part of the school's ICT curriculum and is also embedded in PSHE. The latest resources promoted by DfE can be found at:

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

### **13. Confidentiality**

All matters relating to Safeguarding are confidential.

- The Designated Safeguarding Lead will disclose any information about a student to other members of staff on a need-to-know basis only.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.

#### **14. Whistleblowing**

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the Head. If staff feel unable to raise the issue with the Head or they feel that their genuine concerns are not being addressed they should speak to the Designated Safeguarding Lead, Assistant DSL, or another Director if they feel their concerns are not being addressed. Staff at school must acknowledge their individual responsibility to bring matters of concern to the attention of Senior Management. Although this can be difficult this is of paramount importance where the welfare of children may be at risk.

You may be the first to recognise that something is wrong, but may not feel able to express your concerns out of a feeling that this may be disloyal to a colleague or you may fear harassment or victimisation. These feelings however natural, must never result in a child or young person continuing to be unnecessarily at risk. Remember it is often the most vulnerable children or young person who are targeted. These children need us to safeguard their welfare.

*Don't think what if I'm wrong- think what if I'm right*

#### **Reasons for Whistle Blowing:**

- each individual has a responsibility for raising concerns about unacceptable practice or behaviour;
- to prevent the problem worsening or widening;
- to protect or reduce risk to others;
- to prevent becoming implicated yourself.

#### **What stops people from Whistle Blowing:**

- starting a chain of events which spirals;
- disrupting the work or project;
- fear of getting it wrong;
- fear of repercussions or damaging careers;
- fear of not being believed.

#### **How to raise a concern:**

- you should voice your concerns, suspicions or uneasiness as soon as you feel you can. The earlier a concern is expressed the easier and sooner action can be taken;
- try to pinpoint exactly what practice is concerning you and why;
- approach the Head;
- if your concern is about the Head you should inform the Directors;

- make sure you get a satisfactory response – don't let matters rest;
- you should put your concerns in writing, outlining the background and history, giving names, dates and places if possible;
- you are not expected to prove the truth of an allegation, but you will need to demonstrate sufficient grounds for your concern.

### **The Next Steps**

- The School will notify you of the nature and progress of any enquiries.
- Your employer has a responsibility to protect you from harassment or victimisation.
- No action will be taken against you if the concern proves to be unfounded and was raised in good faith.
- Malicious allegations may be considered as a disciplinary offence.

### **Self-Reporting**

There may be occasions where a member of the school staff has a personal difficulty, perhaps a physical or mental health problem which they know to be impinging on their professional competence. Staff have a responsibility to discuss such a situation with their Head so that professional and personal support can be offered to the member of staff concerned. Whilst such reporting will remain confidential in most instances, this cannot be guaranteed where personal difficulties raise concerns about the welfare or safety of children.

## **15. Appointment of staff (also refer to Safer Recruitment Policy)**

School procedures for appointing staff are in line with the guidance in 'Keeping children safe in education. (DfE, 2021)' and the BSCP procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. Induction procedures will include Safeguarding, Confidentiality and Health and Safety.

The appointment process is designed to deter potential offenders from applying.

References are taken up in advance, and interviews include questions regarding child protection issues. All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will Disclosure and Barring Service (DBS) Disclosure information, including barred list information and on line prohibition checks before the appointment is confirmed.

Other adults who may come into direct contact with students as part of their business with the school or an on infrequent basis (Directors, coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS check.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

## **16. Allegations involving school staff including volunteers**



It should be noted that the School has a separate Complaints Policy.

Staff should note:

- All school staff, including supply staff, should take care not to place themselves in a vulnerable position with a child
- All staff should be aware of the School's Behaviour Policy
- If a student or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the DSL or Head or Chair of Governors where appropriate. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation
- There should be a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

In all cases in which it is alleged that a person who works with children has behaved in a way that has harmed, or may have harmed, a child; and/or possibly committed a criminal offence against a child, or behaved in a way that indicates they are unsuitable to work with children, the LADO must be alerted. The Head will not investigate the allegation itself, or take written or detailed statements without first discussing the matter with to the LADO and any other relevant agencies. A written record of all discussions should be kept. Where there is a conflict of interest in reporting the matter to the Head, the concern or allegation should be reported directly to the LADO.

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

The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will give due weight to the views of the relevant agencies when making a decision about suspension.

If, after consultation with the appropriate agencies, the Head decides that the allegation warrants further action through Safeguarding procedures then it may be necessary to contact the police.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Director will be consulted before a final decision is made.

If it is decided, having taken advice from the LADO, that this is not necessary to refer the matter to Social Care the Head will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Head, the person receiving the complaint will immediately inform the Director who will follow the procedures above without first notifying the Head.

#### *Low Level Concerns*

Even 'lower level' concerns and allegations that do not meet the harms test should be addressed separately. It is critical that these are shared with the DSL and Safeguarding Team: this will create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are set out are constantly lived, monitored and reinforced.

Low-level concerns should be reported to the DSL and Safeguarding Team, the same as if they met the harms test. Reports about supply staff and contractors should be notified to their employers so that any potential patterns of inappropriate behaviour can be identified. When a low-level concern

has been raised by a third party, the Head/DSL will collect as much evidence as possible by speaking (where possible) with the person who raised the concern, to the individual involved and to any witnesses. Reports of low-level concerns will be recorded in writing, with details of the concern, the context in which it arose and action taken. The name of the person reporting should be noted, respecting wishes to remain anonymous as far as reasonably possible. Records of low-level concerns are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the school will decide on a course of action. This might be internal disciplinary procedures, or referral to the LADO if the harms threshold is met. The school will consider if any wider cultural issues in school that enabled the behaviour to occur and if appropriate policies could be revised or extra training delivered to minimise the risk of recurrence. The rationale for all decisions and actions taken must be recorded.

Under the latest guidance (Keeping Children Safe in Education, DfE, Sept 2021) we will take into account the following matters:

- Procedures will be applied with common sense and professional judgment
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week
- Allegations found to be malicious should be removed from personnel records
- Records must be kept for all other allegations and recorded in detail in personnel files, with a copy given to the person concerned
- Allegations that are not substantiated, unfounded or malicious should not be referred to in employer references, even if repeated

The school will inform Teaching Regulation Agency and DBS promptly (and definitely within 30 days) if the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned and that consideration is given to making a referral to the Teaching Regulation Agency.

#### **17. Physical intervention/positive handling**

- It is acknowledged that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person.
- If the physical intervention is of a nature that causes injury to a child it may be considered under child protection or disciplinary procedures.
- Staff may need to take action in situations where the use of reasonable force may be required.
- There are occasions when physical contact with a student is proper and necessary, to prevent injury / harm to the student themselves or any other person.

#### **18. Bullying (See Anti-Bullying Policy)**

Bullying is persistent deliberate hurtful behaviour by an individual or group which is intended to insult, hurt or intimidate another person. It is a repeated behaviour over a period of time where it is difficult for the bullied individual to defend themselves.

Bullying should be distinguished from random acts of aggression. To allow or condone bullying may lead to issues under safeguarding procedures.

Occasionally, abuse may be by one or more students against another student when there is “reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm” including that any such abuse will be referred to local agencies. In the event of disclosures about student on student abuse all children involved, whether perpetrator or victim, are treated as being “at risk”.

### **19. Mobile phones**

In the EYFS, the use of mobile phones and personal cameras and devices is forbidden.

Social networking sites often set a minimum age limit (Facebook is 13, for example) for users to register on line. Teaching children to use digital technology safely is an important part of the curriculum.

Staff must be alert to disclosures by students of cyber bullying and internet grooming. Such disclosures must be recorded and referred in the same way as other forms of bullying or abuse.

Under normal circumstances, the use of mobile phones by staff in the classroom is forbidden. Phones should be turned off and out of sight. However under exceptional circumstances, and only on direction from the Head, it may be necessary to allow the use of mobiles to ensure the wider safety of the setting, for example on the failure of the internal telephone system. If this is the case, the right to examine phones is reserved if there is any suspicion of inappropriate use.

Where devices are beyond the School’s control (3G, 4G, 5G etc) risks are considerably greater and the education aspect of safeguarding in this area becomes particularly important; understanding safe habits, controls and privacy settings when online should enable students to make the right choices when using their own connections.

### **20. Racist comments**

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures. All racist comments or incidents should be reported to the DSL.

### **21. Inappropriate relationships**

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a student has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Any contact with children through social media sites should be considered as inappropriate. If a child continually seeks contact with a member of staff through a social media site, the Head should be informed so that a dialogue can be started with the child’s family.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

## **22. Lone working**

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff.

- Let another member of staff know that they are alone with a child.
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door.
- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation.
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Safeguarding Lead immediately.

Teachers providing lifts to children (If a teacher and a family wish for a teacher to provide car transport to their child then the families must put this request in writing to the Head. The teacher must also put this information in writing to the Head. The letter needs to state that the school is in no way accountable for this journey and that it is a private arrangement. The member of staff providing lifts to children needs to be certain that they are fully insured to transport other people's children.)

## **23. Missing Child**

### **Actions to be followed if a child goes missing from the school**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child was found to be missing, we would carry out the following actions.

- Take a register in order to ensure that all the other children were present.
- Inform the Head.
- Ask all of the adults and children calmly if they can tell us when they last remember seeing the child.
- Occupy all of the other children in their classroom(s).
- At the same time, arrange for one or more adults to search everywhere within the school - firstly the immediate areas - and then the remaining school site, both inside and out, carefully checking all spaces, cupboards, washrooms where a child might hide.
- Check the doors and gates for signs of entry/exit.

If the child is still missing after the above, the following steps would be taken.

- Update the Head.
- The Head will ring the child's parents to explain what has happened, and what steps have been set in motion. Ask them to come to the school at once.
- The Head will notify the Police.
- The Head would inform the Local Children Safeguarding Board.
- The Head will arrange for staff to search the rest of the school premises and grounds again
- If the child's home is within walking distance, a member of staff would set out on foot to attempt to catch up with him/her.
- The school will cooperate fully with any Police investigation and any safeguarding

investigation by Social Care.

- The Head will inform a director of the school.
- The director will inform the insurers.
- A report would be made under RIDDOR to the HSE if applicable.

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

### **Actions to be followed if a child goes missing on an outing**

- An immediate Head count will be carried out in order to ensure that all the other children were present.
- An adult will search the immediate vicinity.
- The remaining children will be taken back to school.
- Inform the Head by mobile phone.
- The Head will ring the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to the venue/ the school at once.
- Contact the venue Manager and arrange a search if applicable.
- The Head will notify the Police.
- The Head would inform the Bolton Children Safeguarding Board.
- The school would cooperate fully with any Police investigation and any safeguarding investigation by Social Care.
- The Head will inform a director of the school.
- The director will inform the insurers.
- A report would be made under RIDDOR to the HSE if applicable.

A full record of all activities taken up to the stage at which the child was found would be made for the incident report. If appropriate, procedures would be adjusted.

### **Actions to be followed by staff once the child is found**

- Talk to, take care of and, if necessary, comfort the child.
- Speak to the other children to ensure they understand why they should not leave the premises/separate from a group on an outing.
- The Head will speak to the parents to discuss events and give an account of the incident
- The Head will conduct a full investigation (if appropriate involving Social Services/Local Children Safeguarding Board).
- Media queries should be referred to the Head.
- The investigation should involve all concerned providing written statements.
- The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, the length of time that the child was missing and how s/he appeared to have gone missing, lessons for the future.
- Procedures should be amended/updated and any training, identified as necessary, implemented.

## **24. Child Missing from Education**

The school follows the government guidance from 'Children missing education' (DfE, 2016). A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's or college'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.

Office staff receive registers in the morning and will contact parents in the case that a child has an unexplained absence. School will inform the local authority of any student 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.

## **25. Curriculum Links/Prevention**

- The pastoral care system, PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community.
- Staff should be aware of the 'Prevent Strategy' when planning some PSHE lessons, which requires that teachers, "have due regard to the need to prevent people from being drawn into terrorism".
- There is a strong ethos where children feel secure and are encouraged to talk and are always listened to.
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future.

## **26. Health and Safety and Educational Visits/Visitors (See Health and Safety Policy)**

- The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when students are away from the school undertaking school trips. All trips are reviewed after the event to see if there are any changes necessary.
- The school seeks to ensure the suitability of adults working with children on the school site at any time including in school holidays.
- Any visiting speakers and the subject matter of the visit are vetted to ensure there is no risk to the children in terms of radicalization, extremism and the Prevent duty.

## **26. Early Years and Foundation Stage**

All staff who work with in EYFS must complete the EYFS induction training.

This Safeguarding Policy applies to EYFS. The DSL has specific responsibility for taking the lead on safeguarding in the EYFS setting.

## **27. Lockdown**

A lockdown is implemented when there is serious security risk (e.g., violent or armed intruder) to building occupants. The initiating threat can be either internal or external to the building.

You will be notified of a lockdown procedure through one or more of the following:

- An email on your networked computer
- An alarm will be rung.
- In person notification by police or staff member

## *Lockdown Steps*

For a building lockdown:

1. Secure entry and exit points
2. Communicate the threat to tenants and staff
3. Move immediately to the nearest room you feel is safe with as many people as possible
4. Lock and barricade the door and consider covering windows
5. Turn off the lights or maintain minimal lighting
6. Move away from windows and doors
7. Lie flat on the floor or take cover out of sight
8. Turn mobile phones off or to silent
9. Keep calm and quiet
10. Stay in the room until police arrive

Remember it may be several hours before you can be safely evacuated.

### *What if someone is injured?*

Follow these steps when safe to do so:

- Call 999 from a hard wired line if possible. Provide information if attackers are still present. They may attack the Emergency Services.
- If using a mobile please switch it to silent mode. NB: Do not expose yourself to additional danger in the process of helping others

### *Who to call?*

- Call 999
- Text to 60066 (Text "Police" then a space then your information.) This service is meant for deaf people, but could be used if a silent call for help was required)

### *What to report?*

When contacting authorities, report the following:

- Your specific location, building name and office/room number
- The number of people at your specific location
- If there are injuries, the number and types of injuries
- Do you have CCTV and can this be accessed by the emergency services

If you have seen an assailant or identified a threat :

- location and number of suspects
- direction of travel
- their clothing and description
- their identity if known
- any weapons or accessories (e.g. backpack); and
- any unusual or threatening sounds (e.g. gunfire or explosion)

### *What if fire alarm sounds?*

DO NOT respond normally as a fire alarm during a lockdown may be a ploy by an armed intruder. Remain calm in your lockdown secure area, if safe to do so and attempt to verify fire alarm activation with on-site contact or emergency services.  
If fire is verified, follow Fire/Evacuation procedures.

## 28. Important Contact Details

**Head of School: Keith Cahillane** [keith.cahillane@clevelandsprepschool.co.uk](mailto:keith.cahillane@clevelandsprepschool.co.uk) 01204 843898  
**Designated Safeguarding Lead: Keith Cahillane** [keith.cahillane@clevelandsprepschool.co.uk](mailto:keith.cahillane@clevelandsprepschool.co.uk) 01204 843898

**Deputy Safeguarding Lead: Michelle Latham** [michelle.latham@clevelandsprepschool.co.uk](mailto:michelle.latham@clevelandsprepschool.co.uk) 01204 843898

**Local Authority Designated Officer: Bolton Team**

**Social Services Emergency Duty Team: (01204) 335732 or (01204) 335733 or (01204) 335782**

**Education Safeguarding Team: 01204 337479**

**Police: Non-emergency 101; Emergency 999/112**

**Counter Extremism: 020 7340 7264**

**NSPCC FGM helpline: 0800 028 3550**

**NSPCC Whistleblowing Hotline: 0800 028 0285**

**Teaching Regulation Agency: 020 7593 5393**

**Channel Programme: 0208 284 8776**

### Useful links

The staff may refer to other agencies for details and information related to any aspect of Safeguarding and Child Protection, links to a selection of which are listed below:

[www.educare.co.uk](http://www.educare.co.uk) (Training)

[www.barnardos.org.uk](http://www.barnardos.org.uk) (Training)

[www.nspcc.org.uk](http://www.nspcc.org.uk) (Training)

[www.dhsspsni.gov.uk/child\\_protection](http://www.dhsspsni.gov.uk/child_protection)

[www.gov.uk/schools](http://www.gov.uk/schools)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

[www.gov.uk/government/organisations/teaching-regulation-agency](http://www.gov.uk/government/organisations/teaching-regulation-agency)

[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

<https://www.boltonsafeguardingchildren.org.uk>

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264

Online safety is part of the school's ICT curriculum and is also embedded in PSHE. The latest resources promoted by DfE can be found at:

- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

The policy will be reviewed annually which will include an update and review of the effectiveness of procedures and their implementation. This review will take place during the Summer Term



School Review, led by the directors.

Date	Position	Name of reviewer	Date of next review
August 2021	Head	Mr K Cahillane	August 2022
August 2021	Director	Mr A Khan	August 2022

## Appendix A

This is a list of indicators to be aware of when assessing the risk of radicalization. This has been filtered to those which would especially apply to children of the age groups present at School name.

### Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them.
- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/religious hatred or acts of violence?

### Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity.
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### Travel

- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?

## **Social Factors**

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

## **More critical risk factors**

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Designated Safeguarding Lead and local Prevent Officer.

## Actions where there are concerns about a child

