

Founded 1642



# New Hall School

# Whole School Safeguarding and Child Protection Policy

Reviewed by	Senior Leadership & Management Team
Date	August 2018
Authorised by	Board of Governors of New Hall
ISI Code	A6, B2, B10, B15, B17, E1

## SAFEGUARDING & CHILD PROTECTION POLICY AND PROCEDURES

'Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child. (*Keeping Children Safe in Education – DfE, 2018*)

New Hall School are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment.'

The safety of our students is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported in accordance with this policy.

### Contents

Safeguarding Contacts	2
Introduction	4
Principles	6
Child Protection Procedures	9
Professional Expectations	13
Curriculum: Teaching Pupils about Safeguarding	14
Work with Parents and Carers	14
Confidentiality	15
Roles	16
Training	17
Missing Students	22
Looked after Children	25
Use of Mobile Phones and Cameras	25
Monitoring and Evaluation	26
Appendix 1/Types of Abuse	28
Neglect	30
Children Missing Education	31
Domestic Violence	33
Female Genital Mutilation	35
Forced Marriages	35
Private Fostering	36
Radicalisation and Prevent Duty	36
Special Education Needs and Disabilities	37
Appendix 2/School Procedures for Dealing with Instance of Sexing	49
Appendix 3/Role of the Designated Safeguarding Lead (DSL)	51
Appendix 4/Dealing with Allegations Against Teachings, the Principal, Governors, Volunteers and other Staff	53
Appendix 5/Guidance on how to deal with a Disclosure	56
Appendix 6/ Children and Families Hub flow chart	58
Appendix 7/Useful Safeguarding Contacts	59
Appendix 8/ Safeguarding Code of Conduct for Visitors	60
Appendix 9/ School Identification Badge Policy	64

Safeguarding contacts	
Designated Safeguarding Lead Senior Division (DSL)	Elizabeth Searle, Head of Boarding; (Lead DSL Senior Division) Chair of Safeguarding & Child Protection Committee <a href="mailto:e.searle@newhallschool.co.uk">e.searle@newhallschool.co.uk</a> 01245 467 588 ext 415 07718191432 Suzanna Minnis, Head of Girls' and Boys' Divisions <a href="mailto:s.minnis@newhallschool.co.uk">s.minnis@newhallschool.co.uk</a> 01245 467 588 ext 450 07725810848 James Alderson, Head of Sixth Form; <a href="mailto:j.alderson@newhallschool.co.uk">j.alderson@newhallschool.co.uk</a> 01245 467 588 ext 279 07725216449
Deputy Designated Safeguarding Leads Senior Division (Deputy DSL)	Gavin Bickersteth, Head of Upper School (Boys') 01245 467 588 ext 493 Peter Kiddell, Head of Year 12/13 01245 467 588 ext 279
Any other Senior School staff trained to DSL level	Katherine Jeffrey, Principal <a href="mailto:kjeffrey@newhallschool.co.uk">kjeffrey@newhallschool.co.uk</a> 01245 467 588 ext 244 Peter Reader, Teacher of Theology; <a href="mailto:p.reader@newhallschool.co.uk">p.reader@newhallschool.co.uk</a> 01245 467 588
Designated Safeguarding Lead Pre-Preparatory Division (DSL)	Robin Field, Head of Pre-Prep Division; <a href="mailto:r.field@newhallschool.co.uk">r.field@newhallschool.co.uk</a> 01245 467 588 ext 315
Designated Safeguarding Lead Preparatory Division (DSL)	Alastair Moulton, Head of Years 3-6; <a href="mailto:a.moulton@newhallschool.co.uk">a.moulton@newhallschool.co.uk</a> 01245 467 588 ext 320
Deputy Designated Safeguarding Lead Preparatory Division (Deputy DSL)	Alison Hilder, Head of Foundation Stage; <a href="mailto:a.hilder@newhallschool.co.uk">a.hilder@newhallschool.co.uk</a> 01245 467 588 ext 312
Designated Practitioner with responsibility for safeguarding in Early Years	Marissa White, Pre-Reception Manager; <a href="mailto:m.white@newhallschool.co.uk">m.white@newhallschool.co.uk</a> 01245 467 588 ext 369
Deputy Designated Practitioner with responsibility for safeguarding in Early Years	Kerri Jeffrey, Deputy Pre-Reception Manager; <a href="mailto:k.easton@newhallschool.co.uk">k.easton@newhallschool.co.uk</a> 01245 467 588 ext 369
Principal	Katherine Jeffrey, Principal 01245 467 588 ext 413
Safeguarding link Governor	Pauline Wilson, Governor; <a href="mailto:safeguarding@newhallschool.co.uk">safeguarding@newhallschool.co.uk</a>
Independent Listener	Annette Wicks 01245 467 294
Local Authority (LA) contact;	
Our school follows the safeguarding protocols and procedures of our geographical local authority	Essex County Council Essex Safeguarding Children Board: <a href="http://www.escb.co.uk">www.escb.co.uk</a>
The Local Authority Designated Officer (LADO)	03330 139 797 Out of Hours Social Care 0845 606 1212

Local authority children's social care referral team	0845 6037 634
Local authority out of hours contact number	0845 6061 212
Local Police Emergency	999
Local Police non-emergency	101 or 01245 491491
Essex Police Prevent Team	DC Rachael Harris Email: <a href="mailto:prevent@essex.pnn.police.uk">prevent@essex.pnn.police.uk</a> Tel: 01245 452 196
Channel Panel Administrator	Sophie Scollen Email: <a href="mailto:Sophie.scollen@essex.gov.uk">Sophie.scollen@essex.gov.uk</a>
Prevent Champion South	Seriol Jones Email: <a href="mailto:seriol.jones@essex.gov.uk">seriol.jones@essex.gov.uk</a>
Location of local authority safeguarding and child protection documents in school	
Local authority documents, e.g. referral forms and related guidance can be found:	In DSL Leads and Deputy's office, HR area in the staff room, K-Drive.
National contacts;	
NSPCC Whistleblowing Help Line	Tel: 0800 028 0285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Non-emergency DfE Prevent advice	020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>
Child Line	Tel: 0800 11 11
National Children's Commissioner	Tel: 0800 528 0731

## 1. Introduction

This policy is applicable to all students, including those in early years (EYFS), and is available to all parents and carers via our school website and on request from the school office.

**1.1** In line with legislation, our school will ensure that arrangements are in place to safeguard and promote the welfare of students by:

- Following the local multi-agency procedures of the Essex Safeguarding Children Board
- Providing a safe, healthy learning environment that allows them to develop to their full potential
- Providing students with opportunities to discuss issues and report problems affecting their safety and welfare
- Ensuring safe recruitment practices in accordance with our Appointment of Staff & Safer Recruitment Policy
- Ensuring robust procedures for identification and referral where there are welfare or child protection concerns
- Monitoring and supporting students who are subject to child protection plans and contributing to the implementation of their plan
- Raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns
- Raising awareness amongst students of safeguarding and child protection issues, including peer on peer, and encouraging students to speak with staff and seek guidance and support
- Providing support for students involved in safeguarding and child protection issues
- Teaching children to keep themselves safe, including online, and ensuring they know who to approach for help
- Promoting partnership with parents and professionals outside the school

**1.2** Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in keeping children safe.

**1.3** We define safeguarding as:

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

**1.4** Safeguarding in school includes and covers:

- ensuring student health and safety (see Health & Safety Policy);
- referring concerns or allegations about a child to the Local Authority promptly;
- safer recruitment and appropriate behaviour of staff and volunteers (see Appointment of Staff & Safer Recruitment Policy, Staff Code of Conduct, Whistleblowing policy)
- bullying (see Anti-Bullying Policy);
- all forms of abuse and neglect;
- harassment and discrimination (see the School's equality policies, including SEN Policy and Disability Policy);
- use of appropriate physical intervention

- meeting the reasonable needs of students with medical conditions (see the School's Medical & First Aid Policy)
- providing first aid (see First Aid Policy)
- education about drug and substance misuse (see Drugs Alcohol and Substance Misuse Education and Procedures Policy)
- educational visits (see Educational Visits Policy)
- intimate care
- internet safety (see Online Safety Policy and Acceptable Use of ICT policies)
- having due regard to the need to prevent radicalisation (see Appendix 1, the School's PREVENT risk assessment and the Radicalisation and Anti-Extremism Policy)
- issues which may be specific to our local area or population;
- taking into account students' social settings and spheres outside of our school when making an assessment (contextual safeguarding); and
- school security (see Working with School Visitors Policy and Supervision of Ancillary, Contract and Unchecked Visitors Policy)

**1.5** This policy has been prepared in accordance with the following guidance and advice:

- 1.5.1 Keeping Children Safe in Education (DFE 2018) (KCSIE)
- 1.5.2 Working Together to Safeguard Children (HMG 2018)
- 1.5.3 Disqualification under the Childcare Act 2006 (2016)
- 1.5.4 Prevent Duty Guidance for England and Wales (2015)
- 1.5.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)
- 1.5.6 Multi-agency statutory guidance on Female Genital Mutilation (2016)
- 1.5.7 What to do if you're worried a child is being abused: advice for practitioners (2015)
- 1.5.8 Information sharing: advice for practitioners providing safeguarding services (2015)
- 1.5.9 UKCCIS guidance Sexting in schools and colleges
- 1.5.10 Education Act (2002)
- 1.5.11 Effective Support for Children and Families in Essex (ESCB, 2017)
- 1.5.12 Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (HMG, 2018)
- 1.5.13 Data Protection Act (2018)
- 1.5.14 Searching, screening and confiscation (DfE, 2018)
- 1.5.15 Children Act (1989)
- 1.5.16 Children Act (2004)
- 1.5.17 Preventing and Tackling Bullying (DfE, 2017)
- 1.5.18 Female Genital Mutilation Act 2003 (as amended by S. 74 - Serious Crime Act 2015)
- 1.5.19 Sexual violence and sexual harassment between children in schools and colleges (DfE, 2018)
- 1.5.20 How to promote positive emotional well-being and reduce the risk of suicide in children and young people (ESCB, 2018)
- 1.5.21 Keeping pupils and staff safe - management of behaviour in schools, including use of physical contact and restrictive / non-restrictive physical intervention to address difficult and harmful behaviour (ESCB, 2018)

This policy is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It is a whole-school policy and applies wherever staff or volunteers are working with students even where this is away from the School, for example on an educational visit.

The school's safeguarding arrangements are inspected by ISI under the judgements for leadership & management and also impact the judgement on the personal development, behaviour and welfare of students.

All staff are required to read it and confirm they have done so in writing before commencing work in school.

## **2. Principles**

- 2.1** The child's needs are paramount, and the needs of each child will be put first, so that every child receives the support they need, before a problem escalates. Where concerned about the welfare of a child, all staff members should always act in the best interests of the child and in accordance with this policy. Our DSL will ensure the child's needs are taken into account when determining what action to take and what support to provide to safeguard individual children. This will be facilitated by ensuring there are systems in place for children to express their views and to give feedback, an example of one of these systems would be the Firefly safeguarding page, where direct feedback is requested from students on such things as policies. Students are always asked by staff for any verbal feedback, which is noted and taken into account after issues have been resolved, these are kept on the students file. New Hall's open door policy and staff's positive relationships with students also enables feedback to be given by students to staff.
- 2.2** The School will practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Appointment of Staff & Safer Recruitment Policy.
- 2.3** Action will also be taken by our school to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- 2.4** We are fully aware, and implementing, our statutory responsibility, which is also in line with our school ethos to provide a safe learning environment for children to live, learn and play, to ensure that no child is left behind and all children flourish in our care.
- 2.5** Our staff will always act professionally when we come into contact with children and families so that we are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to the children.
- 2.6** All our staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, harm. All staff have a responsibility to proactively take appropriate action, working with other services as needed.
- 2.7** We will share information in a timely way and discuss any concerns about an individual child with colleagues, and the local authority children's social care.
- 2.8** As high quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making, so that the right solution is found for each individual child.
- 2.9** We will contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.

**2.10** We respect and work in partnership with the LSCB, as they co-ordinate the work to safeguard children in our area. We make sure that our policy and practice is compliant with local procedures for child protection and safeguarding as set out by Essex Safeguarding Board (ESB)

**2.11** We will learn from any feedback within our school, and from any of our LSCB serious case reviews. We do this so that lessons are learned in how to best safeguard children using a child-centred approach; based on a clear understanding of the needs and views of children. We understand that we must never lose sight of the views and needs of children. We know that poor practice contributing to harm to children includes:

- failing to act on and refer the early signs of abuse and neglect;
- poor record-keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve; and
- lack of challenge to those who appear not to be taking action.

**2.12** We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.

#### **Terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering or at risk of suffering significant harm.

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

**Child** includes everyone under the age of 18.

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

### **Safeguarding legislation and guidance**

- The **Teachers' Standards** state that 'teachers, including Head teachers/Principals, must have regard for the need to safeguard students' well-being, in accordance with statutory provisions; and uphold public trust in the teaching profession as part of their professional duties'.
- The statutory guidance **Working Together to Safeguard Children (DfE 2018)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for the three local safeguarding partners (the local authority; a clinical commissioning group for an area, any part of which falls within the local authority; and the chief officer of Police for a Police area, any part of which falls within the local authority area) to make arrangements to work together to safeguard and promote the welfare of local children including identifying and responding to their needs. The guidance confirms that it applies, in its entirety, to all schools.

- The statutory guidance **Keeping Children Safe in Education (DfE 2018)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, maintained nursery schools and student referral units. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992 and relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement).

All staff must read Part One, Part 5 and Annex A of **Keeping Children Safe in Education DfE (2018)**. Staff can find a copy via the link on Firefly and the K-Drive and paper copies are available on request.

- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. A copy of this advice can be found in the Resources area of My Concern and on the K-Drive.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse. 23-40% of all alleged sexual abuse of children and young people is perpetrated by other young people, mainly adolescents. One child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

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

*Reports suggest that 37% of female students and 6% of male students at mixed-sex schools have personally experienced some form of sexual harassment at school. 24% of female students and 4% of male students at mixed-sex schools have been subjected to unwanted physical touching of a sexual nature while at school. 14% of girls and 7% of boys report that their partner has pressured them to share nude images of themselves. Girls are significantly more likely to be victimised with unwanted sexual messages and images from their peers online.*

Due to their day-to-day contact with students, staff in school are uniquely placed to observe changes in children's behaviour and the outward signs of abuse, neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse, are approachable and trusted by students/students, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

### **3. Child Protection Procedures**

**3.1** Providing early help is more effective in promoting the welfare of children than reacting later. We are particularly alert to the potential need for early help for a child who is disabled and has specific additional needs, has special educational needs, is a young carer, is showing signs of engaging in anti-social or criminal behaviour, or whose family circumstances present particular challenges for the child (substance abuse, adult mental health problems, domestic violence, parental relationship issues), has returned home to their family from care and/or who is showing early signs of abuse and/or neglect.

**3.2** We are aware that all our staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with the help they need. (See Appendix 1 for types and signs of abuse and neglect).

**3.3** We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff receive appropriate training, which is regularly updated to identify and respond early to abuse and neglect (see also Training section below).

**3.4** **If staff are ever unsure, they must always speak to the DSL.**

#### **3.5 Early help**

**3.5.1** The school recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life. Keeping Children Safe in Education (2018) emphasises that all staff should be aware of the early help process and understand their role in it. All school staff are therefore trained and required to notice any concerns about children which may help to identify that they would benefit from early help; to record those concerns on My Concern and to share their concerns with the Designated Safeguarding Lead (or a Deputy DSL), who is most likely to have a complete picture and be the most appropriate person to decide how best to respond to any concerns.

**3.5.2** Early help might be simple and something the school is able to address with parents so that the child's needs are met quickly and easily. The school will keep a record of any such help using the

**3.5.3** 'Myconcern Pastoral or Boardingware' to record clear targets and progress.

**3.5.4** It may become necessary to take some time with parents to understand a child's needs and circumstances in a more structured way. Children and families may also need support from a range of local agencies beyond the school. Where the school has identified that a structured assessment would benefit a child in order to determine how best to meet their needs and support their family; or where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police) and her/his parents' consent, the school will use the Early Help Assessment process to identify what help the child and family require to prevent the child's needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

**3.5.5** If early help is appropriate, the Designated Safeguarding Lead (or Deputy DSL) will generally lead on liaising with other agencies and setting up an Early Help Assessment as appropriate. Other staff may be required to work directly with students and their families and to support other agencies and professionals in an

- Early Help Assessment, in some cases acting as the lead professional. The school is committed to working in partnership with children, parents and other agencies to:
- 3.5.6 identify situations in which children and/or their families would benefit from early help;
  - 3.5.7 undertake an assessment of the need for early help when that is appropriate, using the Early Help Assessment process; and
  - 3.5.8 provide targeted early help services to address the assessed needs of a child and their family, developing a care plan that will focus on activity to improve the child's outcomes.
  - 3.5.9 The school will be particularly alert to the potential need for early help for any child who:
    - 3.5.10 is disabled and has specific additional needs;
    - 3.5.11 has special educational needs (whether or not they have a statutory education, health and care plan);
    - 3.5.12 is a young carer;
    - 3.5.13 is showing signs of engaging in anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
    - 3.5.14 is frequently missing/goes missing from care or from home;
    - 3.5.15 is misusing drugs or alcohol themselves;
    - 3.5.16 is at risk of modern slavery, trafficking or exploitation;
    - 3.5.17 is in a family whose circumstances present challenges for the child, such as substance abuse, adult mental health issues or domestic abuse;
    - 3.5.18 is at risk of being radicalised or exploited;
    - 3.5.19 is a privately fostered child;
    - 3.5.20 is showing early signs of abuse and/or neglect; and/or is particularly vulnerable in any of the
    - 3.5.21 ways identified in paragraph 6 above.
  - 3.5.22 The Early Help process can only be effective if it is undertaken with the agreement of the child's parents. Young people in secondary schools may consent to early help possibly including an Early Help assessment in their own right, subject to Information Sharing Guidance. The school should seek advice from the Children and Family Hub in those circumstances. The Early Help process should involve the child and family as well as all the professionals who are working with them.
  - 3.5.23 The school will keep the needs and circumstances of children receiving early help under constant review. If the child's situation does not improve and/or the child's parents and/or the child do not consent to early help, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, the school will seek the parents' consent to a referral to a multi-agency Locality Panel in order to address child's needs. Alternatively, a referral to the children and family hub.

### **3.6 Concerns about a child**

- 3.6.1 If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See Appendix 4 for the procedure for dealing with allegations against staff and volunteers.
- 3.6.2 On being notified of a concern the DSL will consider the appropriate course of action in accordance with the LSCB referral threshold document. Such action may include early help or a referral to children's social care.
- 3.6.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

- 3.6.4 Staff are reminded that normal referral processes as in 3.9 must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 3.6.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

### **3.7 If a child is in immediate danger or at risk of harm**

- 3.7.1 If a pupil is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.
- 3.7.2 Anybody can make a referral in these circumstances. See below for details on making a referral.
- 3.7.3 If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

### **3.8 Female Genital Mutilation**

- 3.8.1 Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 1 for further information about FGM and this reporting duty.

### **3.9 Making a referral**

- 3.9.1 Anyone can make a referral but we do ask you liaise with one of our safeguarding leads. Communication should be on a need to know basis and targeted to those who need to know, rather than broadcast unnecessarily widely.
- 3.9.2 The relevant contact information is set out at the front of this policy. If the referral is made by telephone, this should be followed up in writing. The student's words should be captured on a verbatim basis as far as possible.
- 3.9.3 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day.
- 3.9.4 Where the child's situation does not appear to be subsequently improving, the DSL (or the person making the referral) will press for re-consideration by children's social care services to ensure their concerns are addressed and that the pupil's situation improves. Concerns should always lead to help for the child at some point, sooner rather than later.
- 3.9.5 We will contribute to any assessment as required, providing information about the child and family. We will send a suitably senior member of staff to contribute to any strategy discussion or child protection conference, and work together to safeguard any child from harm in the future.

**3.10** We understand that there are no absolute criteria on which to rely when judging what constitutes harm. Harm is defined as ill treatment or impairment of health and development which may include impairment suffered from seeing or hearing the ill treatment of another. We understand that our LSCB procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect,

emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

### **3.11 Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff**

3.11.1 The School has procedures for dealing with allegations against teachers, the Principal, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE.

3.11.2 Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and know that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

### **3.12 Allegations against pupils**

3.12.1 We will refer cases to the local authority when they include suspected allegations against other children as well as adults. In such cases, all students involved will be treated as 'at risk'.

3.12.2 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:

- physical abuse or violence, including sexual or gender based violence;
- threatening or intimidating behaviour;
- blackmail;
- misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- sexting (see Appendix 2);
- encouraging others to engage in inappropriate sexual behaviour;
- any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
- bullying, including cyberbullying;
- harassment;
- so called "initiation ceremonies".

3.12.3 The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-Bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk including risks arising from behaviour in boarding houses (see the School's Risk Assessment Policy for Student Welfare).

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

3.12.5 As a boarding school we need to be aware of the risk of peer abuse, as we care for children in a residential setting. All residential staff are aware of this risk and that it

is a form of abuse to be vigilant to. It is our responsibility to monitor relations between students to ensure that no student is put in a position of risk.

- 3.12.6 Allegations against pupils should be reported in accordance with the procedures set out in this policy.
- 3.12.7 The School will take advice from children's social care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the victim(s) and the pupil(s) accused of abuse. Appropriate support will be provided to all pupils involved, including support from external services as necessary.
- 3.12.8 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. The School will take advice from children's social care on the investigation of such allegations. It may be that once a certain stage of investigation is reached internal procedures are stayed pending any police involvement and the outcome of this. The school will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.

### **3.13 Records**

- 3.13.1 All staff will take a record, of any safeguarding related discussion with the child, with the parent, with the Principal, with the DSL/DDSL in school, as well as information provided to children's social care which will be kept confidentially on file. The student's words should be captured on a verbatim basis as far as possible. All decisions and actions taken with times and dates are clearly noted and signed. A central record of all safeguarding issues (including allegations against staff) must be securely held by the DSL, who is responsible for passing this record on to their successor.
- 3.13.2 See Appendix 5 for guidance on how to deal with a disclosure and recording concerns and discussions.

<h2><b>4. Professional Expectations</b></h2>
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- 4.1 Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.
- 4.2 Our teaching staff are aware that Teachers' Standards 2012 states that teachers, including Heads, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees, Newly Qualified Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct. All members of staff and volunteers are required to read our Staff Code of Conduct and sign to accept that they understand the implications for safe work with our students. This includes detailed guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This also includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change, which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Appointment of Staff & Safer Recruitment Policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

## **5. Curriculum - Teaching Pupils about Safeguarding**

**5.1** Our curriculum is flexible, relevant and engages students' interest. We use our approach to teaching and learning to promote safeguarding, including through teaching students how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. Personal, social, and health education plays a crucial part in teaching children and young people to recognise dangers and harmful situations, as well as increases their awareness of preventative actions they can take to keep themselves safe, including online and e-safety.

**5.2** We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. Safeguarding is also as much about students' emotional and mental well-being as it is about their physical well-being. We create a culture of care where students are tolerant and respectful of each other and accept individual differences. There is a strong approach to developing social and emotional skills in our school so that as students mature they are able to reflect on their own and other's rights and responsibilities. Children and young people have confidence in our school and trust the adults who work with them. Staff are approachable and helpful. Students feel secure and well protected, which is reflected in their positive attitudes to school.

## **6. Work with Parents and Carers**

**6.1** We work in partnership with parent/carer(s). In doing so, we will ensure that they are aware that our school has a duty to report concerns that we may have over the safety or well-being of a student as part of our statutory duties.

**6.2** Parent/carer(s) will normally be kept informed as appropriate of any action to be taken under these procedures. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm, and/or where children's social care or the LADO have advised as such. In all cases, the School will be guided by the Essex Safeguarding Children Board threshold document.

**6.3** All our staff are aware that they may be asked to support social workers to take decisions about individual children. While in our school, our DSL plays a pivotal role. However, in their absence or the absence of the DDSL or Principal it is everyone's responsibility to take appropriate action in accordance with LSCB child protection procedures.

6.4 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but issues such as the health of the individual, law enforcement or protection of the public will also be taken into account and mean consent is not always sought.

## 7. Confidentiality

7.1 Adults may have access to confidential information about children and young people with whom they work in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information about the child and family. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.

7.2 If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Principal or DSL in school. Any actions should be in line with locally agreed information sharing protocols. The School will co-operate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 17 and section 47 of the Children Act 1989.

It is reasonable for staff to discuss day-to-day concerns about students with colleagues in order to ensure that children's general needs are met in school. However, staff should report all child protection and safeguarding concerns to the DSLs or Principal or – in the case of concerns about the Principal – to the Chair of Governors. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

**However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education (2018)* emphasises that any member of staff can contact and/or make a referral to Children and families Hub if they are concerned about a child.**

Child protection information will be stored and handled in line with the principles of the Data Protection Act 1998, which require that sensitive information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- kept no longer than necessary
- processed in accordance with the data subject's rights
- secure.

7.3 While staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to provide or agree confidentiality with a child. Neither will they request this of a child or young person under any circumstances.

## 8. Roles

### 8.1 The Governors

- Ensure that those with leadership and management responsibilities in the School actively promote the wellbeing of all children.
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that the school's safeguarding & child protection policy is provided to parents (on the school's website).
- Ensure that the School's safeguarding arrangements take into account the procedures and practice of the Essex Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document.
- Ensure that the school operates safer recruitment procedures and makes sure appropriate checks are carried out on those who work with children.
- Ensure that the school has appropriate arrangement for dealing with concerns and allegations about staff and volunteers.
- Ensure all staff undertake the required child protection training and that mechanisms are in place to assist all staff in understanding their roles and responsibilities in relation to child protection and safeguarding.
- Ensure that the School contributes to multi-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans and/or safeguarding/ child protection issues.
- Ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
- Ensure that reflection is taken on past cases so that lessons are learned, patterns and trends identified and practices and procedures amended to reflect any appropriate learnings.
- Undertake an annual review of safeguarding (see Monitoring and Evaluation below).

The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements. The Safeguarding Link Governor is Pauline Wilson whose contact details are set out in the Safeguarding Contacts list at the front of this Policy.

### 8.2 The Principal

The Principal will ensure that:

- staff are aware of their responsibility to provide a safe environment in which children can learn
- wherever concerned about welfare of a child always to act in the best interests of a child
- staff are fully aware of the school safeguarding and child protection policies and systems (including the school's policies on Safeguarding and Child Protection, Code of Conduct, Appointment of Staff, and Whistleblowing Policy) and that these policies and systems are fully implemented
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns and to work with other services as needed
- the Designated Safeguarding Lead (DSL) is given sufficient time and resources to carry out their responsibilities
- ensure that there is always cover provided on site for the DSL role in our school, in the form of a deputy designated safeguarding lead (DDSL)
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning students at the school
- safer recruitment practice is followed whenever recruiting to posts or welcoming volunteers

- the school offers a safe environment for staff, students, parents or carers, visitors or volunteers or students to raise concerns about poor or unsafe practice
- appropriate action is taken whenever an allegation is made against a member of staff; and Safeguarding issues are referred in line with local authority guidance and protocols

### **8.3 Designated Safeguarding Lead (DSL)**

- The role of the DSL is set out in Appendix 3.
- The DSL has the appropriate authority, and has the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions - and/or to support staff to do so - and to contribute to the assessment of children.
- The name and contact details of the DSL are set out in the Safeguarding Contacts list at the start of this policy.
- The job description for our designated safeguarding lead covers the information contained in Appendix 3.
- The DSL and Deputy DSL may be contacted on their mobile telephones in relation to any safeguarding concerns out of School hours, Elizabeth Searle , James Alderson all resident at school and can be contacted at any time after the formal school day has ended. During non-term time the DSL's and DDSL'S have a rota, as to whom is on duty to be contacted if necessary held by reception and HR.
- The DSL and DDSL undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up to date with any developments relevant to their role. For further details about the training of the DSL, see Appendix 3.

<h2><b>9. Training</b></h2>
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**9.1** All training will be carried out in accordance with Essex Safeguarding Children Board procedures.

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

- this policy;
- the Staff Code of Conduct and relevant policies in the Employment Manual
- the role, identity and contact details of the DSL and Deputy DSL;
- a copy of Part 1 and Part 5, where appropriate, Annex A of KCSIE; and
- appropriate Prevent training.
- Peer on peer abuse training
- Children missing in education procedure

**9.3** All staff in our school will receive a copy of this policy and Part 1 and, where appropriate, Annex A of KCSIE part 5 and will be required to confirm that they have read and understand these.

**9.4** All staff will receive annual internal refresher training (in line with advice from the LSCB) from our online training provider, to ensure that they are fully aware of the systems in school which support safeguarding of children, including any updates to this policy. This is in addition to our more thorough two yearly safeguarding, including child protection,

training which is provided to all staff following consultation with the Essex Safeguarding Children Board.

- 9.5 Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School.
- 9.6 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- 9.7 The Safeguarding Link Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- 9.8 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including a thorough induction, reminders at staff meetings, and online training, where relevant.
- 9.9 An important aspect of keeping children safe in school is the maintenance of a positive culture, which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection. Details of the types and signs of abuse are set out in Appendix 1. Staff are advised to maintain an attitude of 'it could happen here'. All staff are provided with a business card with a reminder of our safeguarding aims and the contacts of the DSL and DDSL for quick access. They are also provided with a quick reference 'what if' card which they should have for easy access in their office or classrooms.
- 9.10 All staff will be made aware of the increased risk of abuse to certain groups, including children with special educational needs and disabilities, looked after children, previously looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, peer on peer abuse, sexual harassment and sexual violence in school, extremism, female genital mutilation and forced marriage; and will receive training in relation to keeping children safe online.
- 9.11 In addition, the members of the Senior Leadership team who are involved in recruitment will attend safer recruitment training and the school will ensure that there are at least two school leaders and/or governors that have attended safer recruitment training within the past three years.
- 9.12 Visitors to the school will be given the school's Visitor's Policy available on the website.

## **10. Safer Recruitment**

Our school endeavours to ensure that we do our utmost to employ 'safe' staff and allow 'safe' volunteers to work with children by following the guidance in *Keeping Children Safe in Education*

(2018) together with ESB and the school's *Safer Recruitment* policies.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history and explains any gaps in that history

- provide two referees, including at least one who can comment on the applicant's suitability to work with children
- provide evidence of identity and qualifications
- if offered employment, be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role. This will include an enhanced DBS check and a barred list check for those engaged in Regulated Activity
- if offered employment, provide evidence of their right to work in the UK
- be interviewed by a panel of at least two school leaders, if shortlisted.

The school will also

- ensure that every job description and person specification for roles in school includes a description of the role holder's responsibility for safeguarding
- ask at least one question at interview for every role in school about the candidate's attitude to safeguarding and motivation for working with children
- verify the preferred candidate's mental and physical fitness to carry out their work responsibilities
- obtain references for all shortlisted candidates, including internal candidates
- carry out additional or alternative checks for applicants who have lived or worked outside the UK
- ensure that applicants for teaching posts are not subject to a prohibition order issued by the Secretary of State
- Check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school.

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff and volunteers will undergo an induction that includes familiarisation with the school's child protection and safeguarding policy, Staff code of conduct, other issues as in section 16 of this policy and identification of their child protection training needs.

All staff are required to sign to confirm they have received and read a copy of the child protection and safeguarding policy and Staff code of conduct.

The school obtains written confirmation from supply agencies and third party organisations that they have satisfactorily undertaken all appropriate checks in respect of individuals they provide to work in the school that the school would have undertaken if they were employing the individual directly.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education (2018)* and guidance issued by Essex County Council.

## **11. Records and Information Sharing**

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it on MyConcern as soon as possible, noting what was said (using the words said) or seen, giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on MyConcern (which is separate to the pupil file). All child protection records are stored securely and confidentially.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment. See Appendix 5 for detail as to how to record a disclosure.

## **12. Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards students, we identify standards of good practice and set out our expectations of staff in the Staff Code of Conduct, which all members of staff are required to read and sign before starting work in the school. In summary, our expectations include:

- treating all students with respect
- setting a good example by conducting ourselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse and neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, Staff code of conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information sharing
- asking the student's permission before initiating physical contact, such as physical support during sport or music lessons or administering first aid

- maintaining appropriate standards of conversation and interaction with and between students and avoiding the use of sexualised or derogatory language
- not participating in, tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; and
- challenging behaviours (potentially criminal in nature) which constitute sexual harassment.
- being aware that the personal and family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force and physical intervention only as a last resort and in compliance with school procedures and ESB guidance
- referring all concerns about a student’s safety and welfare to the DSL or, if necessary, directly to the Police or Children’s Social Care
- following the school’s rules with regard to communication and relationships with students, including via social media
- referring all allegations against members of staff or other adults that work with children and any concerns about breaches of the Staff Behaviour policy directly to the Principal; and any similar allegations against or concerns about the Principal directly to the Chair of Governors.

### **12.1 Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a student under 18 may be a criminal offence, even if that student is over the age of consent.

### **12.2 Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability, including prejudice and discrimination; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child’s personality, behaviour, disability, mental and physical health needs and family circumstances.

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

- Disabled, have special educational needs or have mental health needs
- young carers
- affected by parental substance misuse, domestic abuse and violence or parental mental health needs
- looked after by the Local Authority, otherwise living away from home or were previously looked after
- vulnerable to being bullied, or engaging in bullying behaviours
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of child sexual exploitation (CSE)
- at risk of female genital mutilation (FGM)

- at risk of forced marriage
- at risk of being drawn into extremism.

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

### 12.3 Attendance

We recognise that full attendance at school is important to the well-being of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance policy is set out in a separate document and is reviewed regularly by the governing body.

## 13. Missing Students

- A child missing from our school, including after school club activities, is a potential indicator of abuse or neglect, so we will always follow procedures for dealing with children who go missing, particularly on repeat occasions (staff are directed to our Missing Student Policy and Appendix 1 of this policy). We monitor attendance regularly and on an ongoing basis to ensure that formal reports of any persistent absence or concerns about rising levels of poor attendance are monitored effectively and reported to external agencies for family support. We will act to identify any risk of abuse and neglect, including sexual abuse or exploitation.
- The school operates in accordance with statutory guidance Children Missing Education (DfE 2016)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
- All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have.
- Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
- Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education.
- Attendance, absence and exclusions are closely monitored. The DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing repeatedly and/or are missing for periods during the school day.
- We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.
- Where a student has 10 consecutive school days of unexplained absence and all reasonable steps \* have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to Essex County Council 03330322962 or via e mail to [cne@essex.gov.uk](mailto:cne@essex.gov.uk)  
Reasonable steps include:
  - Telephone calls to all known contacts. Parents will be asked to provide a minimum of two emergency contacts in the event of children not arriving at school without prior notification and also for other emergency purposes.
  - Letters home (including recorded delivery)
  - Contact with other schools where siblings may be registered
  - Possible home visits where safe to do so
  - Enquiries to friends, neighbours etc. through school contacts

- Enquiries with any other Service known to be involved with the student/family
- All contacts and outcomes to be recorded on the student's file
- The school is required by law to have an admission register and an attendance register for students. All students must be placed on both registers.
- The school is required to inform the Local Authority when they are about to remove a student's name from the school admission register at non-standard transition points irrespective of the reason. The Local Authority may also require the school to provide information about students who are going to be removed from the register at standard transition points.
- The school will also notify the local authority within five days of adding a student's name to the admission register at a non-standard transition point. The Local Authority may also require the school to provide information about students added to the register at a standard transition point.
- It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.
- Upon receipt of a referral from the school, the Local Authority will continue to attempt to track the child, for at least a further 10 school days, using access to additional contacts/services, e.g. the MASH, Health services, Housing services. If this also fails to establish the student's whereabouts, the school will be informed by email and may then, but not before, remove the student from roll and place the child's name on the School to School database, entering XXXXXXXX in the box for destination. This will place the student on the list of Children Missing from Education.
- Deletions from roll agreed with the Local Authority will normally be backdated to the first day of absence.
- If the Local Authority is able to contact the student and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the student has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.
- Students leaving the school for known destinations outside the maintained sector in England and Wales will be updated to the School to School database using MMMMMMMM in the destination box.
- This includes private/independent schools, schools in other countries (including Scotland and Northern Ireland) and students moving into Home Education. The latter will be formally notified to the Elective Home Education Service by the school as soon as written confirmation is received from the parent(s).
- If no confirmation is received the above Missing Children procedures will apply.

### **13.1 Children who run away or go missing from home or care**

The school recognises that children who run away or go missing (particularly repeatedly) and are thus absent from their normal residence are potentially vulnerable to abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It could also indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Keeping Children Safe in Education 2018 highlights that 'Statutory Guidance on Children who Run Away or go Missing from Home or Care' (DfE 2014) requires that every child or young person who

runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity.

RHI's are undertaken by professionals who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents seeking their consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school day are utilised.

When necessary and in conjunction with the Local Authority, the school will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school site for the interview to take place.

The school will check with the Local Authority whether or not parents have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents and the young person is not assessed as being capable of giving or withholding informed consent, the school will contact the parent/carer and seek to secure their consent.

Parents/carers may also choose to accompany their son/daughter in interviews and the school will facilitate that as appropriate.

### **13.2 Helping children to keep themselves safe**

*Keeping Children Safe in Education 2018* requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

Children are taught to understand and manage risk through our personal, social, health and economic (PHSEE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about online safety, the risks of sharing content and images online and tackling bullying, including cyber-bullying procedures. The school continually promotes an ethos of respect for children and students are encouraged to speak to a member of staff of their choosing about any worries they may have.

Discussions about risk will include talking to children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'. (See also page 41 for further guidance.)

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, 'sexting' of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

N.B. Children under the age of 13 are unable to consent to sexual activity. Any imagery containing sexual activity involving under 13 year olds will therefore be referred to the Police.

Students are also taught about online safety, issues of consent and healthy relationships, fundamental British values, how children can keep themselves safe from all forms of bullying including online bullying, child sexual exploitation including issues of informed consent, sexting, drugs and alcohol.

As a school we cover many of these areas within our PHSEE and Horizon's program, we also ensure all students have safeguarding training at the appropriate age level.

#### **14. Looked After Children**

Where the school welcomes a student who is looked after by the local authority, the school will nominate a suitably trained designated teacher with responsibility for looked after children. This person acts as the key link with the local authority to ensure that staff have up to date assessment information, the most recent care plan and contact arrangements with parents.

#### **15. Use of Mobile Phones and Cameras**

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

- The School's Policy on the Acceptable Use of ICT sets out the expectations on pupils. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
- Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff Code of Conduct.
- Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be

reminded that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

- Parents are asked to notify the school if they do not want their child photographed at school.

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

To protect students we will:

- seek their consent for photographs or video images to be taken;
- seek parental consent;
- ensure students are appropriately dressed; and
- encourage students to tell us if they are worried about any photographs/images that are taken of them.

Furthermore, when using images for publicity purposes (e.g. on our website or in newspapers or publications), we will:

- avoid naming children when possible
- if it is necessary to name children, use first names rather than surnames
- if children are named, avoid using their image
- establish whether the image will be retained for further use, where and for how long ensure that images are stored securely and used only by those authorised to do so.

## **16. Monitoring and Evaluation**

- All safeguarding policies including this policy and Appointment of Staff policy shall all be reviewed annually. These policies are available to all staff.
- Reporting on any incidents is kept strictly confidential and on a need to know basis as described above.
- Regular safeguarding team meetings are chaired by the Senior School DSL, the school's link governor for safeguarding attends one per term. These meetings are to review how the policy is implemented, share good practice, keep abreast of latest legislation.
- Safeguarding is an agenda item at the weekly Preparatory and Senior Leadership Team meetings to ensure that it has a high profile within the school community. Regular updates are provided by our DSL in staff meetings and they keep records of the training undertaken by each member of staff, including volunteers and student teachers. Our staff handbook provides key information and guidance so that staff know what is expected of them and how they should deal with safeguarding matters. We also maintain a detailed knowledge of student's academic and individual care needs when working with students and their families.
- To assist our parents in gaining knowledge on Safeguarding we make all aware of the Government website for parents. This website <http://parentinfo.org/> gives parents advice and tips on preparing their children for adult life. On the school website is a safeguarding area for parents, to assist them in finding recommended websites and also the schools safeguarding structure. Parents are also invited in to hear outside speakers on Safeguarding topics such as E-safety.
- The full Governing Body will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of multi-agency working. The DSL will work with the link governor for safeguarding, preparing a written report commissioned by

the full Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

- The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. The full Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

## APPENDIX 1

### Types of Abuse and Neglect

#### 1. Abuse

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

KCSIE defines the types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult care-giver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website (see link below). The Essex Safeguarding Children Board can also provide advice on the signs of abuse and the DfE advice "What to do if you are worried a child is being abused (2015)" provides advice in identifying child abuse, and compliments the Working Together to Safeguard Children (2015) guidance..

##### 1.1 Physical Abuse

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

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults
- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

##### 1.2 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Signs of emotional abuse include:

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal

### **1.3 Sexual Abuse**

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

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

## **2 Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone or in charge of younger brothers or sisters

## **3 Specific Safeguarding Issues**

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying (see below)
- children missing education (see below)
- children missing from home or care
- child sexual exploitation (see below)
- domestic violence (see below)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see below)
- forced marriage (see below)
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering (see below)
- preventing radicalisation (see below)
- relationship abuse
- sexting
- trafficking

## **4 Bullying**

Bullying is behaviour by an individual or group, normally repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies. Signs of bullying:

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

See the School's Anti-Bullying Policy.

## **5 Children Missing Education**

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended) and Children missing education: statutory guidance 5 September 2016.

This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

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

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

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his/her welfare.

Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to, where appropriate, make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern

## **6 Child Sexual Exploitation**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity

- (a) in exchange for something the victim needs or wants, and/or
- (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Victims of CSE can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to other criminal activity including trafficking and illegal drugs. 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.

This form of criminal activity and exploitation is referred to as **County Lines**.

Indicators of child sexual exploitation and other associated criminal exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Although the following vulnerabilities increase the risk of child sexual exploitation, not all children with these indicators will be exploited and child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;

- Having a physical or learning disability; and
- Being looked after (particularly those in residential care and those with interrupted care histories).

The school teaches children about consent and the risks of sexual exploitation in the PSHEE curriculum. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and criminal - including county lines - exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care via the MASH (see sections 26 and 27 above) as with any other child protection concern and with particular reference to local safeguarding partnership Child Sexual Exploitation procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under WSCB inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

## **7 Child Sexual Abuse**

There are two main types of Child Sexual Abuse:

Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes, sexual touching of any part of the body whether the child's wearing clothes or not, rape or penetration by putting an object or body part inside a child's mouth, vagina or anus, forcing or encouraging a child to take part in sexual activity, making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes, encouraging a child to watch or hear sexual acts, not taking proper measures to prevent a child being exposed to sexual activities by others, meeting a child following sexual grooming with the intent of abusing them, online abuse including making, viewing or distributing child abuse images, allowing someone else to make, view or distribute child abuse images, showing pornography to a child, sexually exploiting a child for money, power or status (child exploitation).

The school is aware of and follows the guidance given in the 'Preventing Child Sexual Abuse, the role of schools' published April 2017 by the Children's Commissioner.

## **8 Domestic Violence**

We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at

home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services in accordance with this policy where there are concerns about a child's welfare.

## 9 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is defined as ‘all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons.’ (World Health Organisation). Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons.

We are aware that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject. We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM.

We are alerted to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and/or PE on return for no apparent reason, the child may confide about a special ceremony, the mother may have been known to have undergone FGM or the sister may have been known to have undergone the same procedure. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools).

All staff must be aware of the requirement for teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children’s social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.

To help identify any student at risk we ask pastoral staff including all Health Centre staff, DSL, DDSL, Housemistresses and Heads of Year complete the online government training in FGM. All have read the Department for Health published, ‘Female Genital Mutilation Risk and Safeguarding Guidance for Professionals’ published 25 May 2016.

## 10 Forced Marriages

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or depression,

domestic violence or running away from home. Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

### **So-called 'honour based' violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police, and/or Children's Social Care as with any other child protection concern; and may also contact the Forced Marriage Unit for advice as necessary.

## **11 Private Fostering**

A privately fostered child is a child or young person aged up to 16 (or up to 18 if disabled) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. Schools have a legal duty to notify the local authority children's social care of any student known to be privately fostered.

## **12 Radicalisation and the Prevent Duty**

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

CONTEST is the UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

CONTEST is made up of the 4 'P's: Protect, Prepare, Pursue and Prevent. PREVENT whose latest guidance was updated in 2015, aims to stop people becoming terrorists or supporting terrorism or extremism. The Workshop to raise awareness of PREVENT (WRAP) highlights the main points below: Normal social processes are used to influence us in our daily lives and we use them to influence others. Radicalisers use exactly the same processes of influence when trying to radicalise vulnerable people.

- Prevent can be applied to all forms of terrorism and extremism.
- Terrorism is a criminal issue and not a religious one. It just so happens that religion is one of the tools some criminals abuse in order to radicalise some people.
- Most terrorists and extremists will use a narrative or ideology as their way of legitimising their violent objectives. This narrative or ideology often takes the form of a distortion of history or religion, which is designed to incite anger or invoke a sense of injustice.
- There is no profile of a terrorist. Many different factors may make a person susceptible to radicalisation. Everyone is different and so a person susceptible to radicalisation may have one, all or none of the factors.

Radicalisation is a process and not a one off event. During the process it is possible to intervene to prevent vulnerable people being drawn into terrorism or extremism.

Prevent is about all front line workers working to make a difference. It is about recognising concerns, understanding what is going on and, where appropriate, making a referral. Prevent is about supporting and redirecting people, not criminalising them.

Safeguarding people from radicalisation is no different from safeguarding them from other forms of harm.

Within Prevent any visiting speaker will be vetted and suitable checks completed, this will be evidenced on the designated form. Any visitor without a DBS is supervised at all times and this would be the case with any visiting speaker. Any communication with students would only happen with a member of staff present.

CHANNEL is a multi-agency process which provides support and intervention for those who may be vulnerable to being drawn into terrorism and extremism.

Anyone can make a referral to the Channel process, for example, social services, health, education, youth offending teams, local communities. Most partner agencies will have a Prevent SPOC (single point of contact) within their organisation or referrals can be made direct to police.

For further information about Prevent, Channel, WRAP (Workshop to Raise Awareness of Prevent) and other Prevent training products you can contact the DSL.

The School has also developed a separate PREVENT Risk Assessment document.

### **13 Special Educational Needs and Disabilities**

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, practices, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- Assumptions need to be avoided that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs;
- That they may be more prone to peer group isolation than others
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required
- that there may be an increased need for mentoring and support, and such support should be made available.

#### **14 Child on Child sexual violence and sexual harassment (Peer on Peer abuse)**

New Hall recognises that some children may abuse their peers and any incidents of peer on peer abuse will be managed in the same way as any other child protection concern and will follow the same procedures. We will seek advice and support from other agencies as appropriate.

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. It is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Bullying is a very serious issue that can cause children considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through the school's anti-bullying procedures. All students and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in the PHSEE education. All members of staff receive a copy of the school's behaviour policy, which contains the anti-bullying procedures, as part of their induction and are trained to be aware of the harm caused by bullying and to respond to all incidents of bullying and peer on peer abuse proactively.

This school believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other students in the school.

Abuse is abuse and will not be tolerated, minimised or dismissed as 'banter'; 'just having a laugh'; 'part of growing up'; 'boys being boys'; or 'girls being girls'. When dealing with abuse of students by other students, staff will be mindful of the potential for prejudice-based bullying; racist, disability, homophobic and transphobic abuse; gender-based violence and

teenage relationship abuse. Whilst mindful of the particular vulnerability of women and girls to violence, it is also recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. Members of staff to whom such allegations are made and/or who become concerned about a student's sexualised behaviour, including any known online sexualised behaviour, should record their concerns in the usual way on MyConcern, as with any other safeguarding concern.

It is likely that for an allegation or concern to be addressed under child protection procedures, some of the following features will be found. The allegation or concern:

- is made against an older student and refers to their behaviour towards a younger student or a more vulnerable student;
- is of a serious nature, possibly including a criminal offence;
- raises risk factors for other students in the school;
- indicates that other students may have been affected by this student;
- indicates that young people outside the school may be affected by this student.

### **Contextual Safeguarding**

It is important for the school to consider the context within which peer on peer abuse occurs. This is known as contextual safeguarding, which is simply considering whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. These include the potential for bullying and peer on peer abuse to take place across a number of social media platforms and services; and for things to move from platform to platform online. It also includes the potential for the impact of the incident to extend further than a school or college's local community (e.g. for images or content to be shared around neighbouring schools/colleges) and for a victim (or alleged perpetrator) to become marginalised and excluded by both online and offline communities. There is also the strong potential for repeat victimisation in the future if abusive content continues to exist somewhere online. Online concerns can be especially complicated. Support is available from **The UK Safer Internet Centre** at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk) and the **Internet Watch Foundation** at <https://www.iwf.org.uk/>.

### **Peer on peer sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and gender and between children of the opposite or the same gender. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. While it is important that **all** victims are taken seriously and offered appropriate support, staff are trained to be aware that it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

This policy largely refers to sexual violence and sexual harassment between students/students at the school. However, there may be occasions when students/students report sexual violence and/or harassment perpetrated by other young people who attend a different educational provision. In that situation, the DSL will liaise with the DSL at the alleged perpetrator's school as well as the victim's parents, the Police and Children's Social Care. Support for the victim will be provided as described below, irrespective of which educational provision the alleged perpetrator attends.

### **What is sexual violence and sexual harassment?**

When referring to sexual violence, this policy uses the definitions of sexual offences in the Sexual Offences Act 2003 as follows:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

**Sexual harassment** in the context of peer on peer behaviour is unwanted conduct of a sexual nature that can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Online sexual harassment may happen on its own or as part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence. The school therefore recognises the importance of recognising the nature of, identifying and challenging sexual violence and sexual harassment in its wider approach to safeguarding and promoting the welfare of children; through policies; and through the curriculum.

### **Minimising the risk of sexual violence and sexual harassment at the school through a planned curriculum**

The School's PSHEE programme teaches the students about healthy relationships and our Behaviour Policy and pastoral support system encourages the development of the relationship in the school community.

Our PSHEE programme includes the following topics:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- challenging cultures of sexual harassment including behaviour (potentially criminal in nature), dismissing or tolerating such behaviours risks normalising them;
- We recognise that, in some cases, a child who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- Students are made aware of the process for them to raise their concerns or make a report and how any report will be handled during their induction process and includes teaching them about the processes when they have a concern about a friend or peer.

**How the school will respond to reports of sexual violence and sexual harassment** The school will respond to reports in accordance with Part 5 of *Keeping Children Safe in Education (2018)*.

It is not possible to anticipate every particular set of circumstances and therefore what the school's response will be to every case. This policy sets out a set of principles which the school will consider in responding on a case by case basis.

All responses to reports of sexual violence will be subject to an immediate risk and needs assessment undertaken by the DSL (or a deputy), using her/his professional judgement and supported by other agencies, such as children's social care and the Police. The need for a risk and needs assessment in relation to reports of sexual harassment will be considered on a case-by-case basis.

Advice may also be sought from the Education Safeguarding Manager.

### **Risk assessment**

The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator/s (if she/he/they attend the same school); and
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The school's risk assessment should not replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's

approach to supporting and protecting students and students and updating our own risk assessment.

### **Action following a report of sexual violence and/or sexual harassment - what to consider**

The DSL (or Deputy) is likely to have a complete safeguarding picture and will therefore be the most appropriate person to lead the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims will be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. However, if the victim asks the school not to tell anyone about the sexual violence or sexual harassment, the DSL (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. It is likely to be justified and lawful to share the information if doing so is in the public interest, e.g. to protect the victim and other young people from harm and to promote the welfare of children;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- whether there are ongoing risks to the victim, other children, adult students or school staff;
- informing parents/carers unless this would put the victim at greater risk);
- only sharing information with those staff who need to know in order to support the children involved and/or be involved in any investigation. For instance, vocational staff may be asked to monitor the victim's welfare without needing to know that they are a victim of sexual violence or harassment.

### **Children sharing a classroom - initial considerations following a report of sexual violence**

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school establishes the facts of the case and starts the process of liaising with Children's Social Care and the Police, the alleged perpetrator will usually be removed from any classes they share with the victim (Preparatory and Sixth Form, as middle school taught in a single sex environment). Consideration will also be given to how best to keep the victim and alleged perpetrator a reasonable distance apart on school premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and transport, will be considered immediately.

In all cases, the wishes of the victim, the nature of the allegations and the protection of all children in the school will be especially important when considering any immediate actions.

## **Responding to the report**

If an offence has been committed, the Police will be informed. It is the prerogative of parents and victims to make complaints to the Police directly but the school will also speak to the Police in order to ensure effective action is taken to safeguard other young people as well as the victim.

If a child has suffered significant harm, a referral will be made to Children's Social Care via the MASH in order to ensure that the needs of both the victim and perpetrator are the subject of professional risk assessments by social workers. Similarly, any instance of sexual activity between students on the school site will always be referred to Children's Social Care.

Responses to all incidents of both sexual violence and sexual harassment will be underpinned by the principles of:

- zero tolerance of sexual violence and sexual harassment;
- support for both the victim and alleged perpetrator/s, particularly pending the outcome of investigations
- all parties have an ongoing right to an education and are safest if they remain in school subject to appropriate risk assessments and risk management.
- exclusion will be avoided unless that is the only realistic option to keep one or more parties safe.

In principle, there are four possible responses to an allegation or concern about sexual violence or harassment on the part of a student/student:

### **1. Manage internally**

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising the behaviour policy and anti-bullying procedures, speaking to the child and her/his parents, making expectations of future behaviour clear (in writing where appropriate) and by providing pastoral support.

Careful consideration will be given to the need to separate the victim and alleged perpetrator/s in lessons (as with sexual assaults) pending investigation would also be undertaken.

### **2. Early help**

The school may decide that the child/ren involved do not require statutory interventions but may benefit from early help, which can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

A safeguarding record will be maintained of all concerns, discussions, decisions and reasons for decisions for all responses as in 1. and 2.

### **3. Referrals to Children's Social Care**

Where a child has been harmed, is at risk of harm, or is in immediate danger, the school will make a referral Children's Social Care via the MASH. All instances of sexual activity between students/students on the school premises will be referred to Children's Social Care. All instances of sexual violence perpetrated by a child under ten years of age will be referred to Children's Social Care via the MASH. This will facilitate a consultation about the role of the Police. Whilst the age of criminal responsibility is ten, the starting principle of reporting to the Police via the MASH remains.

The Police will take a welfare, rather than a criminal justice, approach.

Schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (i.e. if informing a parent or carer is going to put the child at additional risk or create undue delay). Any such decision should be made with the support of Children's Social Care.

Collaborative working will help ensure the best possible package of co-ordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

However, the school will not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school. The DSL (or a deputy) will work closely with Children's Social Care (and other agencies as required) to ensure any actions the school takes do not jeopardise a statutory investigation. The risk assessment as above will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school should be **immediate**.

In some cases, Children's Social Care will review the evidence and decide a statutory intervention is not appropriate. The school (generally led by the DSL or a deputy) will refer again if we believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the DSL (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.

#### **4. Reporting to the Police**

Any report to the Police will generally be in parallel with a referral to Children's Social Care (as above).

Where the school receives a report of rape, assault by penetration or sexual assault, the starting point is this should be passed on to the Police. It is the prerogative of victims and their parents/carers to make direct complaints to the Police. However, the school should also be very clear with victims and parents/carers that the school has a duty to ensure the Police are informed when an alleged crime has been committed in order to safeguard other young people.

Where a serious crime is reported, the school can report directly to the local Police station. However, in most circumstances, the school will consult with the MASH in the first instance in order to ensure that both the Police and Children's Social Care are informed.

Where a report has been made to the Police, the school should consult the Police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.

In some cases, it may become clear very quickly, that the Police (for whatever reason) will not take further action. In such circumstances, it is important that the school or continue to engage with specialist support for the victim as required.

The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexual offences or harmful sexual behaviours displayed by students inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under ESB inter-agency child protection procedures in order to facilitate risk management and planning with other agencies.

The school is committed to participating in plans both to provide students who are at risk from other children and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitate ongoing access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

### **Subsequent considerations**

The needs and wishes of the victim should continue to be paramount (along with protecting the child) as the case progresses. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.

Similarly, the alleged perpetrator/s has an ongoing right to an education and should be able to continue in their normal routine subject to the ongoing risk assessment and the needs of the victim.

Where a student is subject of bail conditions, the school will work with Children's Social Care and the Police to manage any implications and safeguard all students concerned without jeopardising the Police investigation.

If a student is convicted or receives a caution for a sexual offence, the school will update its risk assessment, ensure relevant protections are in place for all students and consider any suitable action in light of the behaviour policy. If the perpetrator remains at the school along with the victim, the school will meet with the student and her/his parents/carers to revisit and reiterate in writing expectations of the perpetrator in terms of future behaviour and complying with any restrictions and arrangements put in place to safeguard the victim and other students.

In the light of possible publicity, speculation and interest within the student and parent body, the school will consider any other measures necessary to safeguard both the victim and perpetrator, especially from any bullying or harassment (including online).

In respect of a not guilty verdict or a decision not to progress with a criminal prosecution, the school recognises that this will likely be traumatic for the victim and will continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

Support will be tailored on a case-by-case basis. Support can include emotional and practical support for victims from Children and Young People's Independent Sexual Violence Advisors in the specialist sexual violence sector; provision of a designated trusted adult in the school of the student's choice to talk to about their needs. Every effort will be made to avoid isolating the victim, in particular from supportive peer groups, but it is recognised that there may be times when a victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. The school will provide a physical space for the victim to withdraw.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will consider any suitable sanctions in light of the behaviour policy, including consideration of permanent exclusion. In all but the most exceptional of

circumstances, the rape or assault will constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the school would seriously harm the education or welfare of the victim (and potentially other students or students).

Where the perpetrator is going to remain at the school, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

The school will have a difficult balancing act to consider. On one hand it needs to safeguard the victim (and the wider student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions. Support (and sanctions) will be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice will be taken, as appropriate, from Children's Social Care, specialist sexual violence services and the Police.

If a perpetrator (alleged or convicted) does move to another educational institution (for any reason), the school will make the new educational institution aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The DSL will take responsibility to ensure this happens as well as transferring the child protection file.

## **15 Mental Health**

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school wants to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our pupils. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

### **Online Safety**

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children and the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm.

The breadth of issues within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.
- Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and students are not allowed to access those sites in school. Most students own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. Please see the guidance on firefly for more information.

The school's Online Safety Policy explains how we try to keep students safe in school and protect and educate students in the safe use of technology. The school has appropriate filters and monitoring systems in place to protect children from potentially harmful online material.

Cyberbullying and sexting by students will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures (see 'Sexting' below). Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

All staff receive online safety training and the school's online safety co-ordinator is the Designated Safeguarding Lead.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any deputies) will refer any concerns to 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, 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.

In most cases school 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 that 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 services will be the lead agency for these young people and the DSL (or a deputy) will ensure appropriate referrals are made based on the child's circumstances.

### **Special Circumstances**

#### ***Children staying with host families***

For Guardianship arrangements please refer to the Education Guardianship Policy

#### ***Boarding Schools***

All boarding schools comply with the National Minimum Standards and are appropriately inspected by the Independent School's Inspectorate (ISI).

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school will access guidance highlighted in Keeping Children Safe in Education (2018), which explains each step of the process and 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.

### **Children with family members in prison**

Approximately 200,000 children 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 school will seek to support students in this position through pastoral care, early help and discussions with parents and other family members as appropriate.

## APPENDIX 2

### School Procedures for Dealing with Instances of Sexting

#### 1 Definition of Sexting

There are a number of definitions of sexting, but for the purposes of this policy sexting means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

These images may be shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

The making, transmission or soliciting of indecent images of children is a criminal offence and this fact should be borne in mind in any incidents of sexting dealt with by the school. All sexting incidents are a child protection issue and the school's child protection policy and practices must be followed.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important to apply a consistent approach when dealing with an incident to help staff, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. To clarify the problem, a social scientist has created a typology of sexting incidents. This begins with a division into two categories:

##### 1.1 Category One - Experimental

This includes:

1. **Romantic** - child-generated images sent to another child or young person with whom they are, or wish to be, in a relationship. Although indecent, the primary aim is communication, not wider dissemination of the image or any form of coercion.
2. **Sexual Attention Seeking** - images are made and sent between or among young people, who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.
3. **Other** - cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

##### 1.2 Category Two - Aggravated

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images.

This category includes:

- Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family friends, relatives, community members or contacted via the internet. The youth-produced sexual images generally, but not always, are solicited by the adult offenders.

- **Youth Only: Intent to Harm**

These are cases that:

- arise from interpersonal conflict such as break-ups and fights among friends

- involve criminal or abusive conduct such as blackmail, threats or deception
- involve criminal sexual abuse or exploitation by juvenile offenders.
- **Youth Only: Reckless Misuse**  
No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

<b>2 Procedures and Protocols</b>
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- If a pupil discloses that they have sent or received indecent photographs or videos of themselves or somebody under 18 or some other person, the child protection procedures will be followed.
- Because of the diverse nature of sexting incidents, all cases will be dealt with sensitively and with the primary aim of keeping the child safe. Using the definitions above, a judgement will be made about whether or not the matter needs referral to an outside agency. In cases of aggravated sexting, or where an adult is known or thought to be involved, a referral to children's social care will always be made.
- If it is suspected that a device in possession of a pupil in school contains indecent images, it will be confiscated.
- If it is deemed necessary to check a phone or other device to see if indecent images are stored on it, the following protocol will be strictly followed.  
*NB No member of staff other than the school's DSL may view suspected indecent images on the school premises.*
  - If the images are believed to be of a female pupil, the device will be searched by a Female DSL, with another DSL present.
  - If the images are believed to be of a male pupil, the device will be searched by a male DSL with another DSL present.
  - If any images are found, a written report of the content will be made. Under no circumstances will any image be copied to another device, emailed, stored on a disc or printed.
  - If the decision is made to deal with the incident in school, the pupil's parents will be informed and the pupil will receive support, counselling and advice regarding the making and distribution of indecent images. Normally the aim is to inform and protect the young person. If, however, it is a repeat occurrence, a suitable sanction may be imposed. Any other pupils affected by the incident would also receive counselling and guidance.
- In all incidents a record of the incident and actions taken will be kept in the school's child protection records.

## APPENDIX 3

### Role of the Designated Safeguarding Lead (DSL)

The DSL must have the status and authority within our school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. It is the responsibility of the Governing Body to designate an appropriate member of senior staff.

#### 1 Managing Referrals:

The DSL is expected to:

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

#### 2 Work with Others:

- Liaise with the Principal to inform him or her of issues, especially on going enquiries under section 17 and section 47 of the Children Act 1989 and police referrals and investigations;
- As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns
- Act as a source of support, advice and expertise when deciding whether to make a referral by liaising with staff on matters of safety and safeguarding and relevant agencies. for staff.

#### 3 Training:

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need (section 17(10) Children Act 1989), vulnerable children, those with special educational needs and young carers.
- Are able to keep detailed, accurate and secure written records of concerns and referrals.
- Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that we may put in place to protect them.
- Have responsibility for online safety throughout the school, although this responsibility can be delegated to another DSL. The lead DSL must however have oversight.

#### **4 Raising Awareness:**

The DSL should:

- Ensure our safeguarding policies are known, understood and used appropriately
- Ensure our Safeguarding & Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this
- Ensure the Safeguarding & Child Protection Policy is available publicly and included on the School's website and parents are aware of the fact that referrals about suspected abuse or neglect may be made, with or without their knowledge, and the role of our school in this
- Link with the local LSCB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding

#### **5 Raising Awareness:**

- Where children leave our school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file, ensuring secure transit. Confirmation of receipt will be obtained.

**Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff**

**1 The School's Procedures**

The School's procedures for dealing with allegations made against staff will be used where the teacher, the Principal, Governor, volunteer or other member of staff has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she work regularly or closely with children.

Any allegations not meeting this criteria will be dealt with in accordance with the Essex Safeguarding Children Board procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority without delay. The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria above.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

**2 Reporting an Allegation**

The reporting requirements for allegations against a teacher, the Principal, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his/her concerns with the DSL and making a referral via him/her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

- Where an allegation or complaint is made against any member of staff (other than the Principal, the DSL or Deputy DSL), a Governor or a volunteer, the matter should be reported immediately to the DSL or Deputy DSL. The allegation will be discussed immediately with the LADO before further action is taken and the DSL will notify the Principal. Where appropriate, the Principal will notify the Chair of Governors. In the case of EYFS, OFSTED will be notified as soon as possible but within 14 days for the following,
  - any allegation of serious harm or abuse by any person living, working or looking after children on the premises,
  - an event likely to affect the stability of an individual or affect the smooth running of setting,
  - the death of a child or serious accident
  - injury or illness (including food poisoning).

Where an allegation is made against the DSL or Deputy DSL, the matter should be reported immediately to the Principal. The allegation will be discussed immediately with the LADO before further action is taken and the Principal will notify the Chair of Governors.

Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Chair of Governors, without first notifying the Principal. The allegation will be discussed immediately with the LADO before further action is taken.

If it is not possible to report to the Principal or Chair of Governors in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chair of Governors.

The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

### **3 Disclosure of information**

The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process as legally appropriate. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

### **4 Further Action to be Taken by the School**

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

### **5 Ceasing to Use Staff**

If the School ceases to use the services of a member of staff or volunteer because the school considers them unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

Separate consideration will be given as to whether a referral to the Teachers Regulation Agency should be made where a teacher has been dismissed, or would have been dismissed had s/he not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

## **6 Malicious Allegations**

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

## **7 Record Keeping**

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused. Support to the member of staff may be needed and it may need to be noted that such support is required.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.<sup>1</sup>

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<sup>1</sup> In accordance with the terms of reference of the Goddard Inquiry, all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

**APPENDIX 5**

**1 Guidance on how to deal with a disclosure**

There is no threshold for referral to the DSL/DDSL. A safety first approach should be adopted. Informal advice is available to all staff and to the DSL/DDSL from the LSCB.

Staff Action: All adults must respond to disclosures using non leading techniques.

**1.1 Receive what is said**

- Accept what you are told – you do not need to decide whether or not it is true
- Listen without displaying shock or disbelief. Reassure the student
- Acknowledge their courage in telling
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them)
- Never promise confidentiality, only discretion
- Reassure them, but do not promise what you may not be able to deliver. Do not promise ‘everything will be all right now’ (it may not be)

**1.2 Responding**

- Respond to what the student has said, but do not interrogate
- Avoid leading questions such as ‘Was it your father? Did he touch your breasts?’ Questions such as these can be used by defence counsel in a subsequent court case to suggest that you ‘contaminated’ the child’s evidence
- Ask open ended questions: ‘Do you want to tell me anything else?’ ‘And?’ ‘Yes?’
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation after consultation with the DSL/DDSL unless they are not available.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question. For example asking ‘were you sitting up or lying down when this happened?’ contains the answer in the question. You should instead ask ‘where were you when this happened?’
- Explain what you will do next and (where appropriate) the referral process

<b>Receive</b>	<b>Reassure</b>	<b>Respond</b>	<b>Record</b>	<b>Refer</b>
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**1.3 Recording**

- Make brief notes as soon as possible and write up as soon as you can and keep securely with all other evidence
- Keep original notes, then write up subsequent record on the designated Safeguarding and child protection cause for concern form – include date, time, place. Describe observable behaviour. See Appendix 6 for Cause for Concern Form
- Record the actual words the child uses
- Sign the record using names not initials

#### 1.4 Refer

- Refer the matter as soon as possible and in any event within 24 hours, with all relevant details including records and evidence to the DSL/DDSL
- The DSL/DDSL will ask you for the key facts in the forms contained at the end of this policy
- A decision will then be made by the DSL/DDSL whether to refer further
- Records will be kept of the action taken and by whom.

If a student is in **immediate** danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anybody can make a referral in these circumstances.

All action is taken in accordance with the following guidance;

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2018)
- [Essex Effective Support](#)
- Keeping Children Safe in Education (DfE, 2018)
- Working Together to Safeguard Children (DfE, 2018)
- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

#### Staff reporting directly to child protection agencies

Staff should ordinarily follow the reporting procedures outlined in this policy.

However, as highlighted above, **all** staff should be aware of the early help process and understand their role in it; and **all** staff should be aware of the process for making referrals to Children's Social Care and for statutory assessments under the Children Act 1989. **Any member of staff may therefore refer their concerns directly to Children's Social Care and/or the Police if:**

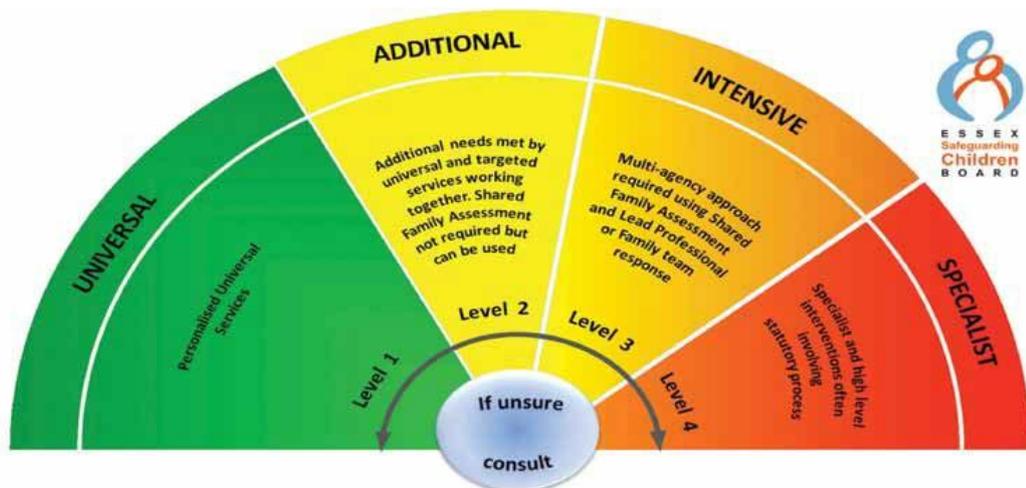
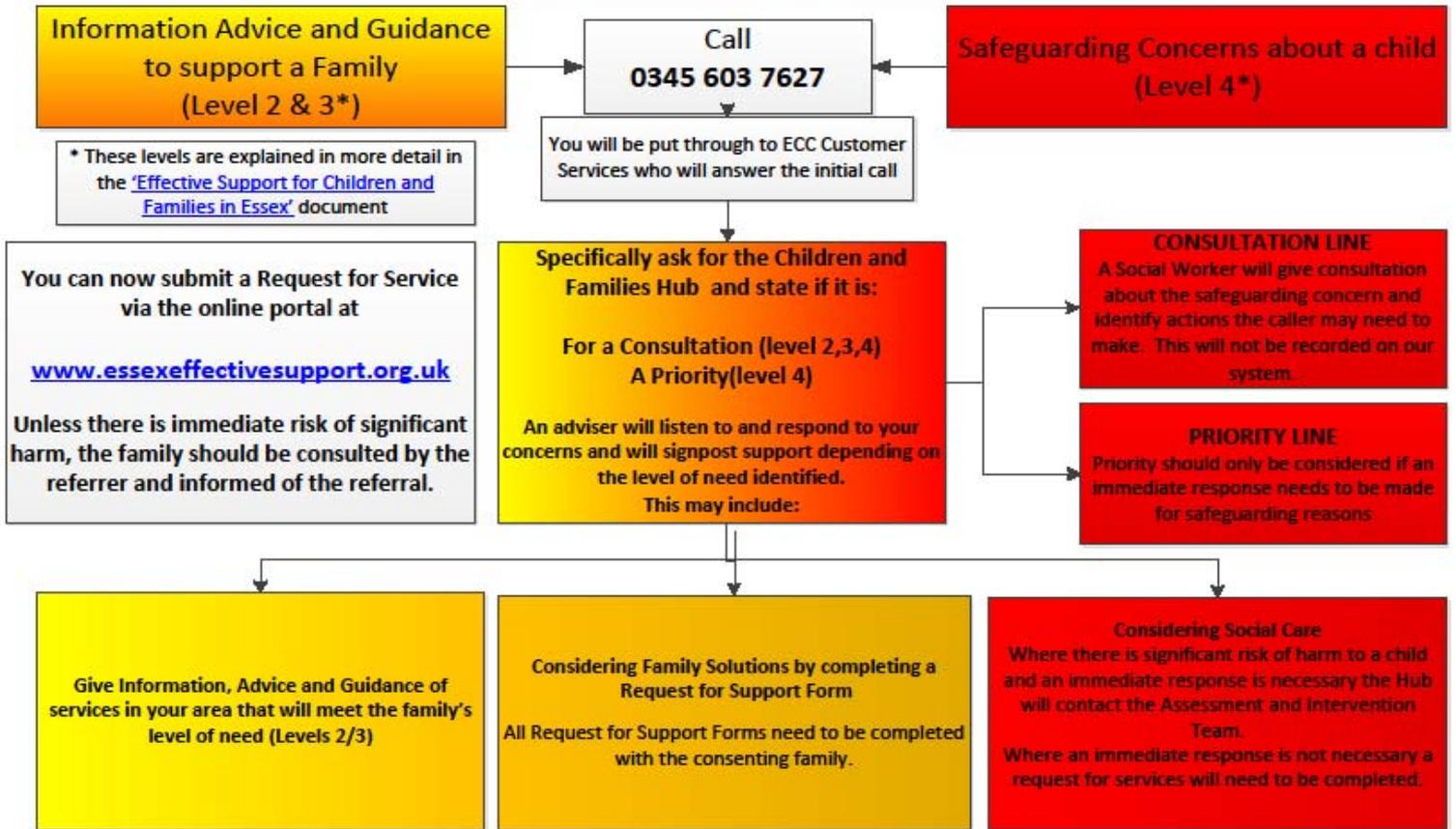
- the situation is an emergency and the DSL, the deputy DSL, the Principal and/or the chair of governors are all unavailable;
- they are convinced that a direct report is the only way to ensure the student's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Principal at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the Children and family Hub 0345 603 7627

## Children and Families Hub Partner Access Map

(Mon-Thurs 8.45-5.30pm Fri 8.45-4.30pm) Out of Hours Tel no: 0345 606 1212



**Useful Safeguarding Contacts**

**Mid Essex Clinical Commissioning Group**

Address: Wren House, Hedgerows Business Park, Colchester Road, Chelmsford, Essex CM2 5PF  
Tel: 01245 398 750  
Fax: 01245 449 056  
Info: Monday - Friday 9.00am-5.00pm  
Email: [meccg.safeguardingchildren@nhs.net](mailto:meccg.safeguardingchildren@nhs.net)

**Mid Essex Hospitals Trust Safeguarding Children Team**

Address: C350, Level Three, West Wing, Broomfield Hospital, Chelmsford, Essex, CM1 7ET  
Accident Reduction Specialist (Mobile Number): 07785 951118  
Tel: 01245 514 728  
Fax: 01245 513961 (Secure)  
Email: [safeguardingchildrenmeht@nhs.net](mailto:safeguardingchildrenmeht@nhs.net) (Secure)

**Essex Child and Family Wellbeing Service**

Address: Chelmsford Central Family Hub, Chelmsford Library, Market Road, Chelmsford, CM1 1QH  
Tel: 01245 283396  
Email: [ecfws.midessex@barnardos.org.uk](mailto:ecfws.midessex@barnardos.org.uk)

**Provide Safeguarding Team**

Address: 900 The Crescent, Colchester Business Park, Colchester, Essex, CO9 9YQ  
Tel: 0300 303 2642  
Email: [provide.safeguardingteam@nhs.net](mailto:provide.safeguardingteam@nhs.net) (Secure)

**Sexual Assault Referral Centre (SARC) – Oakwood Place**

Address: Brentwood Community Hospital, Crescent Drive, Brentwood, Essex CM15 8DR  
Tel: 01277 240 620 (Weekdays 9.00am – 5.00pm)  
Tel: 0800 223 0099 (Out of Hours)  
Email: [Essex.SARC@nhs.net](mailto:Essex.SARC@nhs.net)

**The Children and Families Hub** Tel: 0345 603 7627

Tel (Out of Hours): 0345 606 1212  
Email: [emergency.dutyteamoutofhours@essex.gov.uk](mailto:emergency.dutyteamoutofhours@essex.gov.uk)

**Mid Essex Family Solutions**

Team manager: Simon Morris  
Carousel Children's Centre, Chapel Hill, Braintree, Essex, CM7 3QZ  
Tel: 01206 222390  
Email: [family.solutionsmid@essex.gov.uk](mailto:family.solutionsmid@essex.gov.uk)

**Moulsham, Springfield & Chelmsford Central Healthy Family Teams**

Address: Essex Child and Family Wellbeing Service, 8<sup>th</sup> Floor, Seax House, County Hall, Victoria Road, CM1 1QF  
Tel: 0300247 0014

## **Mid Essex Hospitals Trust Safeguarding Children Team**

### **Named Nurse for Safeguarding Children and Young People**

Name: Susan Wright

Ext 4728

Tel: 01245 514728 / Pager: # 6400 896

Email: susan.wright4@meht.nhs.uk

### **Named Doctor for Safeguarding Children**

Name: Dr Manas Datta

Ext 3260

### **Safeguarding Burns Specialist Nurse**

Name: Kelly Doran

Tel: 01245 362000 / Pager: #6555 3539

### **Accident Reducation Specialist**

Name: Julie Payne (CCG)

Tel: 01245 514286

### **Safeguarding Children Liaison Officer**

Name: Karleigh Marsh

Tel: 01245 514286

<b>APPENDIX 8</b>
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## **SAFEGUARDING CODE OF CONDUCT FOR VISITORS**

### **Child Protection Advice**

#### **Introduction**

All children have the right to grow up safe from harm.

No child should suffer harm, either at home or at school.

New Hall School is determined that everyone who visits or works here is aware of their responsibility to make sure that all our young people are safe.

We think that you, as a visitor to the School, will want to know what is expected of you. Please ask Designated Safeguarding Lead (DSL), or, Deputy DSL, at the School if you are not clear about anything when visiting the School. Their contact details can be found at the end of this document.

**Please remember: if you are worried about the safety of any young person in the school, you must report this concern, DSL, Deputy DSL, or the Principal. Please do not remain silent - report any concern to any member of staff.**

Depending on the role you are carrying out, you may get to know some of the children whilst visiting or temporarily working at the School. Children often perceive adults, and especially familiar ones, as being trustworthy. To protect yourself and children, you should remember the following:

- If you are a parent visiting your child at the School please introduce yourself to a member of the House team when entering your child's House.
- You must never be alone with a child who is not your own.
- If you find that a child seeks to talk to you on a regular basis, please inform Elizabeth Searle .
- Never touch a child – unless there is immediate danger.
- Never exchange phone numbers or agree to contact a child whom you have met through your visit to the School.

### **Knowing if a Child is being harmed**

If you are visiting or working in the School for business reasons, you are very unlikely to be engaged in any conversations with children. If however, the purpose of your visit is to work with children, you may find that conversations with them result in concerns about their safety.

Young people will sometimes tell an adult if they are being harmed. They could tell you that they are being bullied at school, or even that an adult was treating them badly. It is also possible that you might notice something that made you think a child might be being harmed. Should this happen, listen but do not give advice.

**If you think that a child might be being harmed, you must not keep it a secret, even if the child asks you to do so. You have a duty of care to pass the information on to protect the child in the future. You will not get into trouble if you do pass the information on.**

### **Action if you are worried a child is being harmed:**

- Tell a DSL, SLT member as soon as you can
- Write down the things that are worrying you, including the child's name (if you know it) or as good description as you can give of the child and discuss immediately with the staff named above.

### **NB: PLEASE READ THIS CODE BEFORE ARRIVAL AT THE SCHOOL**

A complete copy of the School's Child Protection Policy and other related policies are available on the School website.



**Mrs Elizabeth Searle**  
Director of Boarding  
Chair of the Safeguarding  
Committee  
*Lead DSL (Boarding)*



**Mr James Alderson**  
Head of Sixth Form  
*DSL (Sixth Form)*



**Mr Alastair Moulton**  
Head of Preparatory  
Division  
DSL (Preparatory  
Division)



**Mr Peter Kiddell**  
Head of Year 13  
*Deputy DSL*



**Mrs Suzanna Minnis**  
Head of Girls' & Boys'  
Divisions  
*DSL (Girls' & Boys'  
Divisions)*



**Mr Robin Field**  
Head of Pre-Prep Division  
*DSL (Pre-Prep Division)*



**Mrs Marisa White**  
Pre-Reception Manager  
*DSL (Early Years)*



**Mr Gavin Bickersteth**  
Head of Upper School Boys  
*Deputy DSL*



**Mrs Alison Hilder**  
Director of Teaching & Learning, Head of  
Early Years  
*Deputy DSL (Preparatory Division)*



**Mrs Marisa White**  
Pre-Reception Manager  
*Deputy DSL (Pre-Prep Division)*



**Miss Aishlin Green**  
Acting Deputy Pre-Reception Manager  
*Deputy DSL (Early Years)*

## **SCHOOL IDENTIFICATION CARD POLICY**

### **1.0 PURPOSE**

- To provide a consistent method of identification of those adults authorized to be on campus
- To provide an additional means of establishing a safe work place environment for members of the New Hall School community
- To provide staff and students with an increased awareness of who is around them and to call to attention suspicious persons
- To encourage members of our community to verify a person's identity before allowing them access to School spaces
- To provide a safe environment for the public use of the School's facilities.
- To increase accountability and ease of communication between staff while at the School
- To protect the property of the School

### **2.0 SCOPE**

- 2.1 This policy applies to all New Hall School Governors, staff, visitors, contractors, including contract catering staff and volunteers while on school property.

### **3.0 POLICY STATEMENT**

- 3.1 All New Hall School Governors and staff, including contract caterers, are required to wear an ID badge at all times when on School property, excluding private staff accommodation.
- 3.2 Visitors to New Hall School are required to wear a visitor's ID badge on yellow or green lanyard depending on school status, while on School property. These can be obtained from reception areas or the estates office See example at 5.6.

### **4.0 RESPONSIBILITIES**

#### **4.1 GOVERNORS AND STAFF**

- All New Hall School Governors and staff must have and visibly display a valid ID badge in a red badge holder on a red lanyard or clip badge holder while on campus.
- If a badge is worn outside the stated guidelines, staff will be asked to display it properly.
- Persistent failure to comply with this requirement may lead to disciplinary action being taken against staff, up to and including dismissal.
- Staff must report a lost, stolen or misplaced ID badge to Security immediately via [security@newhallschool.co.uk](mailto:security@newhallschool.co.uk)
- Staff who misplace or forget to bring their badge to work must obtain a temporary staff identification badge from reception, if outside the reception working hours please contact security – see example badge at 5.6 below. The loan badge will need to be returned to the point of issue before the staff member leaves for the day.
- Access: Governors and staff may not use their badge to provide unauthorised access to another Governor, staff member, visitor, guest, relative or any other person who does not have their own badge. All visitors/guests must be directed to one of the visitor registration points in the Bursary, School House or Estates.
- Every member of the New Hall School staff community should challenge any adult who is not properly badged. If they have any concerns about the person a member of the security team should be contacted immediately on 01788 556104.

#### **4.2 VISITORS**

Visitors – please see separate Safeguarding Information for Visitors policy - Appendix A.

## 5.0 PROCEDURES

### 5.1 Authority and issuance

- a. The HR Department authorise badges for staff based upon staff information held on the HR personnel system. Initial badges are issued free of charge.
- b. Governor/Staff identification badges will be imprinted with the governor/staff member's name, Governor/work area and photo showing the head and shoulders of the bearer against a plain background wearing appropriate professional attire. The reverse of the badge contains the contact details for the Designated Safeguarding Lead (DSL), Deputy DSL and Duty Security Officer to assist staff in reporting any Safeguarding or Security concerns. See example at 5.6.
- c. If a governor/staff member's name changes they should request a new identification card which will be issued free of charge.

### 5.2 Ownership and surrender

The ID badges are the property of the School. They must be surrendered upon termination of employment.

### 5.3 Replacement

- a. Personal change in ID badge holder status: Replacement badges due to marriage, divorce, voluntary name change or other significant physical changes in appearance will be replaced free of charge.
- b. Persistent Loss: The School reserves the right to levy a card replacement charge on any staff member who persistently loses their ID badge.

### 5.4 Care and safekeeping

ID Badge holders are asked to take care in the use and safekeeping of their ID badge, the badges contain internal items which are sensitive to water, extreme heat, being placed on sources of electro magnetism (hi-fi speakers) or microwaves (mobile phones) and can also be damaged if the card is bent.

### 5.5 Falsification, alteration, tampering

Any falsification, alteration or tampering with an official School ID badge is against School policy and may be cause for disciplinary action.

### 5.6 Card formats

Governor ID Badges are in a similar format to the Staff ID Badge below with the Governor's name next to their photo and Governor both beneath their name and in the blue band.  
Specimen Staff ID Badge below:

Image of school badge

Temporary Identification Badge format:

Image

Visitor Identification Badge format:  
image