

BRUERN ABBEY SCHOOL
Safeguarding Children - Child Protection Policy
This policy applies to the whole school including boarding

Document Details

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Amendments:

Date	Amendment
01/05/2017	Updated Child Sexual Exploitation (CSE) as per new statutory definition provided in Appendix A: page 93 of the Glossary of <i>Working Together to Safeguard Children</i> (HM Govt: March 2015 as amended 2017).

Safeguarding is the golden thread that runs throughout every aspect of the school. All our school policies are in support this policy

The Policy is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible format if required) may be obtained from the School Office. All who work, volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees and volunteers should read this policy in conjunction with Part 1 of the latest version of Keeping Children Safe in Education (KCSIE), our Safer Recruitment Policy and Whistleblowing Policy, Children missing from education policy, Staff Code of Conduct and The Teachers' Standards. Our approach at Bruern Abbey is child-centred. We will always act in the best interests of the child. This policy takes full account of the child protection procedures agreed by the Oxfordshire Safeguarding Children Board and statutory guidance *Working Together to Safeguard Children (2015)*.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by the Headmaster and Deputy Headmaster who is the Designated Safeguarding Lead (DSL). The Proprietor will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing. The Proprietor recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

Signed:

Date Approved: May 2017

John Floyd
Headmaster

Sterling Stover
Proprietor

This policy was last reviewed and agreed by the Proprietor of the school in September 2016 and will next be reviewed no later than August 2017 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

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KEY INTERNAL CONTACT DETAILS

Our School's Designated Safeguarding Lead (DSL)/ Prevent Officer and the Deputy DSL/ Deputy Prevent Officers are

- **Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school**

Charles Banbury (Deputy Headmaster)

Direct Line: 01869 242 448

Mobile: 07778 107 689 (twenty four hours)

Email: cbanbury@bruernabbey.org



- **The Headmaster and Designated Safeguarding Lead (DSL) and Deputy Prevent Officer for the whole school**

John Floyd (Headmaster)

Direct Line: 01869 242 448

Mobile: 07841 841476 (twenty four hours)

Email: jfloyd@bruernabbey.org



- **The Proprietor for Safeguarding and Prevent Duties**

Sterling Stover

Telephone: 01869 242 448

Email: principal@bruernabbey.org

Mobile: 07788 561 305 (twenty four hours)

KEY EXTERNAL CONTACT DETAILS

The Local Authority Designated Officer (LADO)* is Alison Beasley who manages allegations against individuals who work with or volunteer with children, is familiar with our methods and procedures, and with whom good lines of communication are kept. If you have a concern with someone who works with children please contact the LADO on:

Telephone (office hours): 01865 815956

Telephone (outside office hours): 0800 833 408

* see definition of the role and responsibilities of the LADO (Appendix 8)

Oxfordshire Safeguarding Children Board (OSCB) Printed copies of the OSCB procedures are available from the school office. The Oxfordshire Safeguarding Children Board (OSCB) can be contacted as follows:

- Telephone: 01865 343048

0800 833408 (out of hours)

- Email: oscb@oxfordshire.gov.uk

Web address: www.oscb.org.uk

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SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT

This strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children:

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child, stressing that they are not to blame. Tell the child that you know how difficult it must have been to confide in you. If there is a need for medical attention seek assistance without delay.

Listen to what the child has to say and take them seriously. Stay calm, reassuring the child but **advising that you cannot promise to keep a secret or confidentiality. confidentiality** (as this may ultimately not be in the best interest of the child). A suggested form of words that may help when talking to children are as follows: *"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."* If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure.

When talking to the child, do not interview the child and keep questions to a minimum. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue or make assumptions which might give particular answers. Do not repeat the disclosure or ask the child to repeat their disclosure other than to clarify what is being said. Do not display shock or disbelief. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. After the disclosure **record in writing** the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone, but speak to someone who can help keep the child safe.

Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Proprietors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. Do not ask the child to repeat what they have said to the DSL. The child has chosen to tell a member of staff and their account will be believed and actions taken accordingly. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility for investigating the allegation yourself, as investigation is the sole statutory responsibility of Children's Services and/or the police. Do not attempt to contact in any way any person mentioned in the disclosure. Reassure the child that the matter will be dealt with. Immediately consult the DSL so any appropriate action can be taken to protect the pupil if necessary. Only inform necessary people; the DSL will consider the information and decide on the next steps. Until otherwise directed by the DSL, do not speak in anyway about the fact or content of the disclosure. Every complaint or suspicion of abuse from within or outside the School will be taken seriously and action taken in accordance with this policy.

Never take photographs of injuries or examine marks and injuries solely to assess whether they may have been caused by abuse or investigate or probe, aiming to prove or disprove possible abuse. Do not assume that someone else will take the necessary action. Do not speculate or accuse anybody, confront another person (adult or child) allegedly involved, offer opinions about what is being said or about people allegedly involved or forget to record what you have been told. **Never** fail to pass the information on to the correct person, or ask a child to sign a written copy of the disclosure or a 'statement'

ALLEGATIONS AGAINST STAFF, VOLUNTEERS, DSLs AND THE PROPRIETOR (SEE ALSO APPENDIX 6)

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, or poses a risk of harm to a child including instances of actual or suspected child abuse or neglect. This also applies when an adult within the school community may have possibly committed a criminal offence against or related to a child.

- Allegations concerning all, other than the Headmaster, are to be reported straight away to the Headmaster (or in his absence, the DSL). The Headmaster will immediately contact the LADO to discuss the allegation. The individual against whom the allegation is made, is not to be informed.
- Allegations concerning the Headmaster are to be reported straight away to the Proprietor who will immediately contact the LADO to discuss the allegation. The Headmaster is not to be informed.
- Allegations concerning the Proprietor are to be reported straight away to the Headmaster who will immediately contact the LADO and act on the advice provided. The individual, against whom the allegation is made, is not to be informed.

In each case above, the LADO will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the Police. Guidance will be sought from the LADO and/or Police to enable the school to make decisions about whether or not the person against whom an allegation has been made should be allowed to remain on school premises and if so what, if any, conditions should apply. This includes accommodation away from children in cases where a member of boarding staff is suspended pending an investigation of child protection. If given information that suggests that a member of staff was abusing a pupil who also applies is not a pupil at the school, the DSL reports immediately to the LADO and follows the procedure as if it was one of our own pupils.

If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral in writing to Children's Social Care within 24 hours. If no response or acknowledgment is received within one working day, the Designated Safeguarding Lead will contact Children's Social Care again to clarify the position

In borderline cases, where there is room for doubt as to whether a referral should be made, the DSL will consult with the LADO on a no names basis without identifying the family. The school will not investigate allegations without first gaining the agreement of the LADO. In the case of serious harm, the Police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Bruern Abbey will make every effort to maintain confidentiality and guard against publicity if there are allegations against staff up to the point where the accused person is charged with an offence.

CONTEXT – STATEMENT OF PURPOSE

Safeguarding is everyone's responsibility. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a child is at risk of significant harm or in need of support services. They are required to report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead (DSL) who is Charles Banbury (Deputy Headmaster) or Deputy DSL John Floyd (Headmaster).

Buern Abbey school recognises *it is an agent of referral and not of investigation. Any person may make a referral (including whistle blowing) to external agencies such as the Oxfordshire Safeguarding Children Board, Children's Social Care (CSC), the Multi Agency Safeguarding Hub (MASH) or the Local Authority Designated Officer (LADO) and the police, if necessary. Bruern Abbey School allows access for children's social care from the host local authority and, from the local authorities where the children reside in undertaking their safeguarding (Child Protections) duties.*

The three main elements to our school's safeguarding policy are:

Prevention: We safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues which may be specific to individual children in our school and local area. We work with

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other agencies to reduce risks. Bruern Abbey seeks to promote the welfare of pupils at all times. Staff must be alert to situations where pupils appear to be unhappy or where there are marked changes in behaviour. The aim will be to 'listen' to pupils through the provision of early help, either through the school (counsellors, independent visitor) or through children's services under 'child in need' provision.

Protection: Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse, neglect and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

Support: We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through: the provision of individual counselling, providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types.

Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact MASH or the Police, without notifying parents if this is in the child's best interests. In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Bruern Abbey School with the age range of 8 to 13 years we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

This policy provides staff, volunteers and the Proprietor with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

Definition of Safeguarding from *Keeping Children Safe in Education (KCSIE)* (DfE: September 2016.) This is defined 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 Children includes everyone under the age of 18 have the best outcomes.

The Difference between Safeguarding and Child Protection: Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school must do for all children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this must be reported to MASH immediately. Action must also be taken to promote the welfare of children who are believed to be in need of additional support, even if they are not suffering harm or at immediate risk. Such instances must be addressed through the local inter- agency assessment processes.

SPECIFIC SAFEGUARDING ISSUES

Abuse and Neglect (please refer to Appendix 1 of this policy): *Working Together to Safeguard Children* (HM Government, 2015) defines abuse as a form of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or in a 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 pupil or children. Significant harm can be 'actual' (happening now) or 'likely' (events leading to a situation where harm is probable).

Expert organisations provide guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/. Additionally government guidance is listed on the GOV.UK website: <https://www.gov.uk/>

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Thresholds for Intervention:

Early Help: In the first instance staff should discuss early help requirements with our DSL. Early Help in our school allows pupils to be supported at any point in their life by a range of external support agencies enabling potential concerns to be addressed, to prevent further problems arising or before a child may come into immediate danger. Targeted early help services, arranged by the local authority, address the assessed needs of a child and their family. **It is expected that staff will complete an Early Help Assessment (EHA) when:**

- age appropriate progress is not being made and the causes are unclear;
- the support of more than one additional agency is needed to meet the child or young person's needs or
- health or emotional difficulties are impacting on the student's progress and / or wellbeing.

Our staff are, in particular, 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 in a family presenting challenges for the child, such as substance abuse, adult mental health problems and domestic violence;
- is showing signs of engaging in anti-social or criminal behaviour;
- has returned home to their family from care and/or is showing early signs of abuse and/or neglect.

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a 'Team around the Child' (TAC) to assess the child's needs and decided with the child/family a course of action to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child and their family

Child in Need - S17 of the Children Act 1989: A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled
- This could include children who self-harm or disclose an intent to commit suicide.

Child Protection (S47 Children Act 1989): The Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

If staff or volunteers have significant concerns about any child they should make them known to the DSL. A referral to children's social care will be made immediately if there is risk of immediate harm to a child and, if a crime may have been committed, the matter will be reported to the police. It is important to understand that anyone can make a referral.

Unsubstantiated, false or malicious allegations: Where an allegation by a pupil is proven to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the school's Behaviour and Sanctions Policy. Where a parent has made deliberately invented or malicious allegations, the Headmaster will consider whether to terminate the pupil's placement at the school on the basis that they have treated the school or a member of staff unreasonably, unless a working relationship based on trust, respect and transparency is established moving forward. Bruern Abbey reserve the right to contact the MASH to determine the appropriate action. We have a duty of care towards our employees by ensuring that effective support is provided for anyone facing an allegation through the school's Human Resources (HR)/Personnel arrangements.

Concerns and allegations of abuse by one or more pupils on another pupil: We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. However, where there is 'reasonable cause to suspect that a pupil is suffering, or likely to suffer significant harm' the concern or allegation must be reported to the DSL immediately, who will then refer to the MASH to discuss the case. It is important to regard both the alleged perpetrator and alleged victim as being children 'in need' or 'at risk'. A factual record should be made of the concern or allegation, but no attempt at this stage should be made to investigate the circumstances. A copy of the discussions and outcomes will be kept in both pupils' files. Additionally, if appropriate the DSL will also refer pupils to an external safeguarding agency such as Childline and NSPCC. It may be appropriate to exclude the alleged perpetrator for a period of time according to the school's behaviour policy and procedures.

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Concerns about a child: To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found:

- **Physical abuse** - violence, particularly pre-planned; forcing others to use drugs or alcohol.
- **Emotional abuse** – blackmail or extortion; threats and intimidation.
- **Sexual abuse** – indecent exposure/touching or serious sexual assaults; forcing others to watch pornography or take part in sexting.
- **Sexual exploitation** – encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of MASH, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. Normally, the DSL will try to discuss any concerns about a child's welfare with the family and where possible to seek their agreement to making a referral to MASH if necessary. However, this will only be done when this will not place the child at increased risk. The child's views will also be taken into account. Where there are doubts or reservations about involving the child's family, the DSL should clarify with MASH or the police who, when and whether the parents should be told about the referral. This is important in cases where the police may need to conduct a criminal investigation. Where appropriate, the DSL will help the parents understand that a referral is in the interests of the child and that the school will be involved in the enquiry or police investigation.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures. If the school considers a safeguarding risk is present, a risk assessment is prepared along with a preventative supervision plan. The plan is monitored and a date set for a follow-up evaluation. A pupil against whom an allegation of abuse has been made may be excluded from the school for a fixed period during the investigation and the School's policy on behaviour, discipline and sanctions will apply. In cases of exclusion of the pupil, where parents are abroad, the Education Guardian will be requested to provide support and accommodation.

When a pupil is in need of *urgent* medical attention and there is suspicion of abuse an ambulance should be called. If the response from the emergency services states that the school should take the child to hospital then the DSL, with an escort, should take the child to the Accident and Emergency Unit at the nearest hospital. They should first notify MASH and seek advice about what action the MASH or the police will take and how the parents will be informed. Normally, parents would be informed that a child requires urgent hospital attention.

If the suspected abuse is sexual then the medical examination should be delayed until the MASH and the police can liaise with the hospital, unless the needs of the child are such that medical attention is the priority. There must at all times be a responsible adult with the child, whether from the school, MASH or the police, if the parents are not included. All unnecessary delays should be eradicated and inaction at any level can and should be challenged.

All staff and volunteers: This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a pupil is at risk of significant harm or in need of support services. All staff and volunteers should be alert to pupils at risk of being radicalised or drawn into extremism or child sexual exploitation whether from an adult or another pupil (further details of these signs are in Appendix 1). They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally they are expected to make themselves available for appropriate training if necessary out of normal school hours and to read both this policy and Part 1 of the latest edition of KCSIE and 'What to do if you are a worried a pupil is being abused' latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE.

Safer Recruitment, the Single Central Register (SCR) (Please also refer to our Safer Recruitment Policy) Our school operates safer recruitment procedures (in accordance with government recommendations) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietor, supply staff, staff of contractors and other individuals working with or nearby pupils. In accordance with the full requirements of the SCR before starting work and the details of these checks are recorded. The SCR of appointments is rigorously maintained. All employees, proprietor, supply staff, volunteers and others working within the school are checked. In accordance with the ISSR, checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation. For employees working with children under the age of 8 years there is a requirement to report to school managers any issues of association with people who may be barred from working with children.

Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to pupils, then a risk assessment is carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Visitors and visiting speakers: Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. The School keeps a visitors book at Reception. All visitors must sign in

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on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or a appropriately vetted volunteer. Unidentified visitors will be challenged by staff or reported to the Headmaster or School Office.

We have protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. This will if appropriate include a barred list check and internet search. At Bruern Abbey School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (September 2016) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers.

Preventing Extremism and Radicalisation: (Also please refer to our Preventing Extremism and Radicalisation policy and also Appendix 1 of this policy). Our school also ensures that we can 'demonstrate activity', as required by the statutory guidance, in the following key areas: risk assessment of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities. The school is able to demonstrate a general understanding of the risks affecting pupils and young people in the area.

Protecting pupils from the risk of radicalisation is seen as part of Bruern Abbey's wider safeguarding duties, and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We consider the level of risk of pupils identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Social Care. Our prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying pupils who may be at risk of radicalisation, including support we can give.

Prevent duty: The DSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training) at least every two years in order to:

- provide advice and support to members of staff on protecting pupils from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- liaise with those responsible for Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism and
- liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Teaching pupils how to Keep Safe (Educating pupils about safeguarding and radicalisation including the delivery of the prevent strategy): Our school ensures that pupils develop a clear understanding both of safeguarding issues and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation: Our programme for PSHEE supports this process as part of a broad and balanced curriculum. Within our PSHEE curriculum, we have a programme for Sex and Relationship education (SRE) which includes topics such as "sexting", "banter", sexual assault between young people and gender based issues. We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. Through our school values, we encourage pupils to respect others, in particular within this topic. Age appropriate anti-bullying assemblies are held in all phases of the school, each half term and include the risks of cyber bullying and on-line safety and peer on peer abuse, including how victims will be supported. Additionally whenever appropriate subjects in the curriculum and co-curriculum activities will be used to reinforce the messages given.

If a member of staff becomes aware of an allegation or suspected case which involves sexting, inappropriate banter or sexual assault between young pupils, gender based or otherwise, this will be considered as a safeguarding concern and reported to the DSL, who will consider the allegation on a case by case basis. Depending on the severity of the case, this may involve the school's anti-bullying procedures or the parents of the pupils involved. In the case of serious harm, a referral to the MASH will be completed and the police are informed from the outset.

Within Spiritual Moral Social Cultural (SMSC) development, we instil within pupils values that build resilience and prevent pupils being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC, and create an environment in which pupils know they are listened to and valued. We educate our pupils to reject violence and cruelty in 'whatever forms they take on whether it be from animal rights activists, Al Qaeda influenced groups, racist and fascist organisations or any other extremist group.

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Emerging Technology (Please see our E-safety Policy for more details. Bruern Abbey School recognises that impact of emerging technological skills which includes include the use of information and communication technology (ICT). Our E-safety policy details the actions and behaviour required from pupils and members of staff in order to maintain a safe electronic environment and is based on current best practice drawn from a wide range of sources. Our key message to keep pupils and young people safe is to be promoted and should be applied to both online and offline behaviours. Please refer to our E-Safety policy for further details including Acceptable Use policies. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. We ensure that pupils are safe from potentially harmful and inappropriate content including terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education with the curriculum in line with our **E-safety and Cyberbullying policies**. However, we are careful to ensure “over blocking does not lead to unreasonable restrictions. We have a whole school approach to on-line safety, including a clear policy on the use of mobile technology. We ensure staff are appropriately trained in on-line safety and we carefully consider how to measure 3G and 4G usage on the school premises through our behaviour management policy. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially pupils and vulnerable adults. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP’s *Thinkuknow* website: www.thinkuknow.co.uk and the Google Legends project along with: <https://www.google.co.uk/safetycenter/families/legends/>

Use of mobile phones, cameras, electronic devices: Staff should not use personal mobile telephones in the presence of pupils and must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers unless with the express permission of the Headmaster. Photographs or recordings should only be made where there is a legitimate school purpose. A pupil’s privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headmaster or parents of the pupil involved. The School’s Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school. Staff should not use any other electronic device capable of capturing images of pupils other than a school camera. This is in line with the whole school policy on the use of mobile phones and cameras. The LADO is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school.

Induction and On-Going Training for all staff, temporary staff, volunteers and the Headmaster and Proprietor in line with OSCB advice: Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with OSCB criteria, as required by KCSIE (DfE: Sept. 2016). All staff are provided with copies of key documents which they are required to understand. For staff who cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware of the systems which supports safeguarding in our school and these are explained to them, as part of their staff induction. This includes:

- the child protection policy (safeguarding policy); the identity of the DSL and Deputy DSL’s and information about their roles (such as the implications for mental health and pastoral care and how to identify pupils at risk of radicalisation);
- the staff code of conduct (which covers as a minimum, acceptable use of technologies, staff pupil relationships and communications, including via social media and whistleblowing);
- Part One of KCSIE (DfE: Sept. 2016) and ‘Annex A’ (which includes some types of abuse formerly mentioned in Part One of KCSIE) and copies of policies (such as behaviour management policy, anti-bullying policy, whistleblowing policy and e-safety including cyber bullying);
- ensuring all staff are sensitised to act when any incident may be referred to as bullying, tyrannize, terrorise, intimidate, harass, etc., even if the alleged person has no history of that behaviour.

We assist staff in understanding and undertaking their roles and responsibilities as set out in Part One of KCSIE. This includes talking new staff through the content of Part One in a level and depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted. There is also training and reminders in staff meetings. All staff undertake prevent awareness training and are able to refer pupils to the DSL for further help. Staff are informed of arrangements to listen to pupils by the use of counsellors, listeners, helplines and other systems to gain views and insight. When relevant, we would work in partnership with our local Prevent co-ordinator. When available in our local authority, WRAP training will be provided for all staff.

In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. Our Staff are also made of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Our staff are made aware of the process for making referrals to MASH and statutory assessments under the Children Act of 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of our establishing a positive safeguarding

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culture. This applies not only to new staff but also those already in post. There is also training and reminders in staff meetings. Our staff receive annual e-safety training, which looks at emerging technologies strategies to support online safety and highlighting key requirements from our e-safety policy.: Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support: There is a wealth of information available to support us in keeping children safe online. The following is not exhaustive but should provide a useful starting point:

- www.disrespectnobody.co.uk
- www.ceop.police.uk
- www.saferinternet.org.uk
- www.internetmatters.org
- www.pshe-association.org.uk
- educateagainsthate.com.
- www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Following consultation with the OSCB, all staff members and the Proprietor will undertake appropriate child protection training regularly i.e. every 3 years as a minimum for all staff (Bruern Abbey School provides an annual update to all staff), with the DSL and Deputy DSL attending training every 2 years in line with requirements within KCSIE (DfE: September 2016), inter-agency working. Such training will include local inter-agency protocols and training in the OSCB approach to Prevent duties. Prevent training is included at the beginning of school year INSET; utilising the Home Office e-learning tool.

Children who are particularly vulnerable: We recognise that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. We understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures, which fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances, such as young carers or those with special educational needs or disabilities.

In some cases possible indicators of abuse such as a child's mood, behaviour or injury might be assumed to relate to the child's impairment or disability rather than giving a cause for concern. Or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers; lack of access to a trusted adult or not being aware that what they are experiencing is abuse. Particular vigilance will be exercised in respect of students who are the subjects of Child Protection Plans and any incidents or concerns involving these students will be reported immediately to the allocated Social Worker (and confirmed in writing).

If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to MASH and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Safeguarding Disabled children and pupils with Medical Conditions: Our staff are aware that disabled children experience greater risks, vulnerability and unequal access to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled children may be more vulnerable to abuse because they may have fewer outside contacts than other children; receive intimate, personal care; have an impaired capacity to resist or avoid abuse; have communication difficulties; fear losing services; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of children including those children with longer term medical conditions.

Listening to the wishes of children and young people: If Bruern Abbey becomes aware that a child is at 'risk of harm' or 'in need', a referral to the MASH will be completed regardless of the child's or parent's wishes. We believe it is critical that our pupils have an adult who they can trust and Bruern Abbey School ensures that there are appropriate systems so pupils know who they can turn to (whether during the school day or within the boarding context) and that staff will listen to them. These include: the School Council; the Boarding House Council; Form tutors; the Boarding House Staff; Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Child line (Contact numbers are at the end of this policy). Bruern Abbey School actively encourages a sensitive and open 'listening' environment in which staff and pupils may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

Looked After Children: The Proprietor will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member

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of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority. School staff will always participate in looked after reviews and meetings. This includes the child's social worker and virtual Headmaster, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status. In our school this person is the DSL.

See <https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

Pupil Mental Health: (Please also refer to the Bruern Abbey Mental Health Policy) Bruern Abbey School takes its responsibilities towards pupils that may be experiencing mental health difficulties seriously. We provide support including having links with therapists, psychiatrists and the NHS. Our school counsellors meet with and support pupils throughout their Bruern Abbey journey. The staff/faculty team being responsible for the safety and wellbeing of pupils operate an 'open door' policy to encourage pupils to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the pupil's safety within school and adhere to any advice and guidance we are given. We want to make sure our pupils are happy, healthy and thrive and understand we all need a little help from time to time with the busy and stressful lives we have today.

Children Missing Education and Missing Children (Please also refer to our policy for lost and missing children): Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. We have appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage. More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE pages 52 and 53. (DfE: September, 2016).

Buern Abbey School has an admission register and an attendance register. We follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a child who is on a Child Protection Plan. Additionally, the DSL will notify the applicable local authority (within which the child resides) when not at Bruern Abbey School of any child who is going to be deleted from the admission register, where the child:

- has 10 days of more continuous absence from school without an explanation, or has been taken out of school by his/her parents and are being educated outside the school system e.g. home education; has ceased to attend Bruern Abbey School and no longer live within reasonable distance of Bruern Abbey School, or has left school suddenly and the destination is unknown or has not taken up an allocated school place as expected;
- has been certified by a doctor as unlikely to be in a fit state of health to attend Bruern Abbey School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend BRUERN ABBEY after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and Bruern Abbey School does not reasonably believe he/she will be returning at the end of the period or, has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Pupils being withdrawn from School: If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and pupil protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless Bruern Abbey has safeguarding concerns about the child in which case it will be MASH.

Notifiable Incidents: This is an incident involving the care of a child that meets any of the following criteria:

- A child has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is **not** known or suspected);
- A child has been seriously harmed and abuse or neglect is known or suspected;
- A child in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to Oxfordshire Safeguarding Children Board Child Death Overview Panel (CDOP) coordinator Ofsted and the DfE along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013

Records and the sharing of information with relevant agencies: Written notes will be kept of all incidents relating to individual pupils. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any

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meetings. Referrals made to Bruern Abbey School and are recorded on the Inter-agency Referral form. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead. As part of meeting a pupil's needs we recognise the importance of information sharing between our professionals and local agencies and we follow procedures set out in 'Working Together to Safeguard Children' (HM Gov 2015). Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation.

School website safeguarding statement: To ensure the privacy and safety of pupils where children are named, only their first names are given. Where a pupil is named, no photograph of that pupil is displayed. Where a photograph of is used which shows a pupil, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils. When choosing photographs for the website, the school is mindful of the way pupils may appear in them, and will not include images which are in any way inappropriate. Bruern Abbey School follows a policy of seeking parent, guardian or carer's permission before using images which show pupils on the website or in the local press. The list showing the pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

Staff Code of Conduct - Power, Positions of Trust and Staff Behaviour: (Guidance is provided in the Bruern Abbey School *Staff Code of Conduct and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The staff Code of Conduct is wide-ranging and covers staff/pupils relationships and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy. Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

Physical restraint: Our policy on physical restraint is compliant with the Local Authority's 'Physical Restraint in Schools' guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We understand that physical intervention, of a nature that causes injury or distress to a pupil, may be considered under child protection or disciplinary procedures.

Vulnerable Pupils: Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these children will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. Where it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to MASH and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Whistleblowing: Our whistleblowing policy, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary. This is one part of the way in which we establish in our school, a positive safeguarding culture. We have an open environment and culture of safety where staff feel free to raise concerns. The school also has a culture of valuing staff and of reflective practice. There are procedures for reporting and handling concerns, including poor or unsafe practice and potential failures in the safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support are provided for staff including transparency and accountability in relation to how concerns are received and handled. Bruern Abbey School has regard to KCSIE (September 2016) and as a result has clear processes for reporting and recording allegations

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the child's form teacher or the Headmaster, who will notify the DSL in accordance with these procedures.

Young carer: A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

Our school operates these safeguarding procedures in line with locally-agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the LADO and the Proprietor's annual Safeguarding Audit and Review.

Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the National College of Teaching and Leadership (NCTL): If a member of staff or volunteer tenders his or her resignation,

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or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the NCTL as soon as possible if the criteria are met. We also ensure that 'Compromise Agreements' or 'ACAS Agreements' never apply in such circumstances.

Legal Status (statutory and best practice guidance)

- *(England)(Amendment) Regulations (ISSR)* currently in force. Also Part 4 of the ISSR with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (otherwise referred to as the Centralised Register) and to ensure that the school meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- *The National Minimum Standards (NMS) for boarding schools* (DfE: currently in force)
- This policy is consistent with *Keeping Children Safe in Education (KCSIE) Information for all schools* (DfE: September 2016) which incorporates additional statutory guidance,) along with the Disclosure and Barring Service (DBS) Code of Conduct https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf.
- *Working Together to Safeguard Children* (WTSC) Inter-agency working (HM Government: March, 2015) updated February 2017 to include statutory definition of Child Sexual Exploitation (CSE). WTSC also refers to non-statutory advice, information sharing along with the Disclosure and Barring Service (DBS) Code of Conduct (<https://www.gov.uk/government/publications/working-together-to-safeguardchildren>)
- *Prevent' Counter-Terrorism and Security Act 2015* (HM Government: 2015) inclusive of the Prevent Duty Guidance: for England and Wales (March, 2015) (Prevent). Prevent is supplemented by The Prevent duty: *Departmental advice for colleges and child care providers* (DfE: June, 2015) and *The use of social media for on-line radicalisation* (July, 2015)
- The Children ACT 1989 guidance and regulations (DfE: Volume 2 June, 2015)
- *Mental health and behaviour in colleges* (March, 2015) and *Counselling in colleges: a blue print for the future* (March, 2015) *What to do if you're worried a student is being abused* (HMG: March, 2015)
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguardingpractitioners-information-sharing-advice>
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Children Missing from Education Policy

This policy has been compiled in conjunction with and reference to the following related documents which are:

- **Available on the Bruern Abbey School website and also on request from the school office:** Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; First Aid; Educational Visits and Off-site Activities; E-Safety including Cyberbullying and Acceptable Use; Personal, Social, Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Education Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Whistleblowing, Staff Code of Conduct; *Keeping Children Safe in Education Information for all school and college staff* (DfE: September 2016).
- **Available on the Staff Shared:** Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and college.* (DfE: September 2016); Appendix: – Safer Recruitment Flowcharts. All Staff existing and new are required to read Part 1 and Annex A of KCSIE September 2016 and sign to say they have understood it.

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with MASH and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of 'Working together to Safeguard Children' (March 2015). Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS WHICH ARE IDENTIFIED IN KEEPING CHILDREN SAFE IN EDUCATION (DfE: SEPTEMBER 2016)

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are aware that abuse, neglect and safeguarding issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another and could include:

Abuse and neglect; Neglect (physical or emotional); Physical abuse; Emotional abuse; Peer abuse; Extremism/radicalisation; Domestic violence; Drug/alcohol abuse; Emotional abuse; Abuse of trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child sexual exploitation (CSE); Child exploitation and e-safety; Pupil sexual exploitation; Pupil exploitation and e-safety; Female genital mutilation (FGM); Forced marriages; Fabricated or induced illness; Faith abuse; Safeguarding disabled children; Disability and vulnerability; Honour-based violence vulnerable groups; Bullying including cyberbullying; Vulnerable pupils; Children in need; Child missing education (Children who run away or go missing); Child missing from home or care; Missing children and adults strategy; Young carers; Cared for children and significant harm; Gangs and youth violence; Gender-based violence/violence against women and girls (VAWG); Hate; Mental health; Private fostering; Preventing radicalisation; Teenage relationship abuse; Sexting; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites:

PHYSICAL ABUSE: The nature of 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. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern include:

- multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.

EMOTIONAL ABUSE: Definition of 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 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. 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. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. 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.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of emotional abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; **or arriving early at school/leaving late**; missing medical appointments; becoming isolated among peers; being frequently unsupervised; **compulsive** stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

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Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations (“I deserve this”); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

SEXUAL ABUSE: The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. 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 can be committed by anybody, including women and children as well as adult males. Where it comes to our notice that a student under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children’s Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

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

- Children who appear with unexplained gifts or new possessions; who associate with other young people involved in exploitation; have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant; who suffer from changes in emotional well-being; children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and regularly miss school or education or do not take part in education; staying away from certain people or avoiding being alone with someone; displaying sexual behaviour that is inappropriate for their age;
- Inappropriate masturbation or self-harm (including eating disorders) and an unwillingness to remove clothes when changing for PE etc.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including Cyber Bullying and grooming. It is also important to recognise that some young people who are being sexually exploited or abused do not exhibit any external signs of this abuse.

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child’s environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other DSL concerns about a child, such as general welfare concerns.

NEGLECT is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in

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the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; illness or injury untreated and looking sad, false smiles.

Specific safeguarding issues: Our staff are aware of safeguarding issues - some of which are listed below. They are aware that behaviour linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Peer-on-peer abuse Our staff are clear as to the school's policy and procedures with regards to peer on peer abuse. When dealing with abuse by young people on peers, we follow the key safeguarding documents, *Keeping Children Safe in Education and Working Together to Safeguard Children*, even where an alleged perpetrator is a child. This will entail:

- effective implementation of the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue);
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or the police;
- following the advice for practitioners in: *What to do if you're worried a child is being abused*;
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of its own pupils, a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- good record keeping of related conversations, meetings and communications.
 - Staff must be careful not to pass of peer abuse as 'banter'.

FEMALE GENITAL MUTILATION (FGM): This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Circumstances / symptoms that may point to FGM happening:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; Difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

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

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Indicators of Honour-based violence: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

Actions if HBV is suspected: If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. In the social context of the school or college, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

DOMESTIC ABUSE: The Home Office define domestic abuse as: *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality"*.

Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to MASH Children's Services and/or the Police as necessary. In circumstances where there have been 3 known incidents of domestic abuse, a referral must be made to MAS. Repeated patterns of non-physical behaviour (coercive and controlling behaviour) within relationships is considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

BULLYING - Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school. This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures; Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:

- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:

- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

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During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

RADICALISATION: KCSIE define radicalisation as 'the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.' There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

APPENDIX 2 - MAIN RESPONSIBILITIES OF THE DSL, DEPUTY DSL, PROPRIETOR AND THE HEADMASTER

Designated Safeguarding Lead (DSL) and Deputy DSL: They are members of the school's senior leadership (SLT) with the status and authority to carry out the duties of the posts of DSL/Deputy DSL and /Deputy Prevent Officers. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below

The core responsibility of the DSL, who is a member of the SLT, is to take **lead responsibility** for safeguarding and child protection maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. This is explicit in the job description. The DSL, who has the status and authority within the school to carry out the duties of the post is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL:

Managing Referrals includes: The DSL is expected to refer cases of suspected abuse to the local authority children's social care as required;

- o the LADO for child protection allegations which concern a member of staff or volunteer,
- o the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to local authority children's social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- to liaise with the Proprietor for Safeguarding Issues and to keep links with the LADO;
- keep staff aware of child protection procedures and ensure staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection

Work with others: The designated safeguarding lead is expected to:

- Liaise with the headmaster regarding issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. Additionally, the DSL will liaise with the local authority in order to obtain 'early help' and support for pupils in accordance with Section 17 Children Act 1989.
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training, which includes: the DSL and deputy DSLs undergo training specific to be updated every 2 years. In addition, they refresh their knowledge and skills in order to keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- 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 case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and

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- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness, which includes:

- ensuring the school's child protection policies are known, understood and used appropriately;
- ensuring the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensuring the policy is made available publicly and parents being made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- linking with the local SSCB to make sure staff are aware of training opportunities and the latest local policy of safeguarding;
- following up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and raising awareness of the needs of pupils including those with special educational needs or disabilities, lesbian, gay, bisexual and transgender (LGBT) pupils.

Child protection File: Where children leave our school, we ensure their child protection file is transferred to the new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and a confirmation of receipt should be obtained

Proprietor (Proprietor): The Proprietor, who receives from the DSL a safeguarding report at each Senior Management Team meeting has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Proprietor is the named Proprietor who will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the SSCB and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols;
- monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHEE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: March 2015) through effective communication and cooperation with local agencies.

The Headmaster will:

- ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of pupils is dealt with in accordance with the school's Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith;
- ensure that pupil's safety and welfare are addressed through the curriculum and
- be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

APPENDIX 3 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

The role of the LADO is set out in *Working Together to Safeguard Children (2015)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and SSCB Inter-Agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or

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- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children’s social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child’s voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the Local Authority, including those involving the LADO, in conjunction with the police. Our policy is in accordance with the guidance provided in KCSIE (DfE: September 2016) paragraphs 141 – 147

Other useful contacts for this policy:

Ofsted Piccadilly Gate, Store Street, Manchester, M1 2WD
 Email: enquiries@ofsted.gov Web: www.ofsted.gov.uk

Tel: 03001234234

Disclosure and Barring Service (DBS)

Address for referrals: PO Box 181, Darlington, DL1 9FA
 Telephone for customer services: 0870 909 08

Telephone for referrals: 01325 953 795
 Email: customerservices@db.s.gsi.gov.uk

***NSPCC Child Protection Helpline:** 0808 800 5000 **Childline:** Tel: 0800 1111 www.childline.org.uk

The **NSPCC whistleblowing helpline** is available for staff that does not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to Friday and email: help@nspcc.org.uk

APPENDIX 4 - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviours



Where a young person discloses abuse or neglect

- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser



Discuss concerns with Designated /Named Safeguarding lead
Charles Banbury

The **Safeguarding Lead** will consider further actions required, including consultation with Children's Social Care (number below). Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency /organisation. In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact social care directly



Still have concerns: refer to Social Care



No longer has safeguarding concerns



Oxfordshire's Children's Social Care Referral and Assessment Team

During office hours, Monday – Friday
01865 343048

If the child is at immediate risk dial 999 and ask for police assistance



Out of hours Contact
Emergency Duty Team
on
08000 833408



Additional / unmet needs



Children's Social Care

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer e.g.:
 - Further Assessment including
 - Child protection enquiries/Strategy Discussion
 - No further action required for Children's Social care **and Early Help assessment recommended**
 - Referred to other agency for service provision



Consult with family and relevant agencies and undertake a Common Assessment (Early Help CAF) and Team around the Child meetings.

APPENDIX 5 - SEQUENCE OF EVENTS WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT

The Following Should Be Adhered To

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.



Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure. Depending on circumstances the child may then return to class or be offered time out of class with support from the DSL.



Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief. Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over.



Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record the child's name, address and date of birth along with the child's behaviour, emotional state.



Do not take responsibility

- Only tell those people that it is necessary to inform.
- Do not try to investigate the allegation yourself.
- Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
- The Designated Safeguarding Lead will consider the information and decide on the next steps.
- Do not approach or inform the alleged abuser.

APPENDIX 6 - ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS

Risk of harm to pupils

If you become aware that a member of staff/volunteer may have:

- *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 they may pose a risk of harm to a child*

**Report immediately to the Headmaster
(who is the Designated Safeguarding Lead)**

Any concern or allegation against the Headmaster/DSL will be reported to the Proprietor, Mr. Sterling Stover unless there is clear evidence to prove that the allegation is incorrect, the Headmaster must:

Report the allegation within one working day to the Local Authority Designated Officer (LADO)

- Designated Officer (direct line): **01865 815956**
- Oxfordshire Children's Social Care Referral and Assessment Team: **01865 343 408**
- Out of Hours Emergency Duty Service: **0800 833 408**

The Designated Officer will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

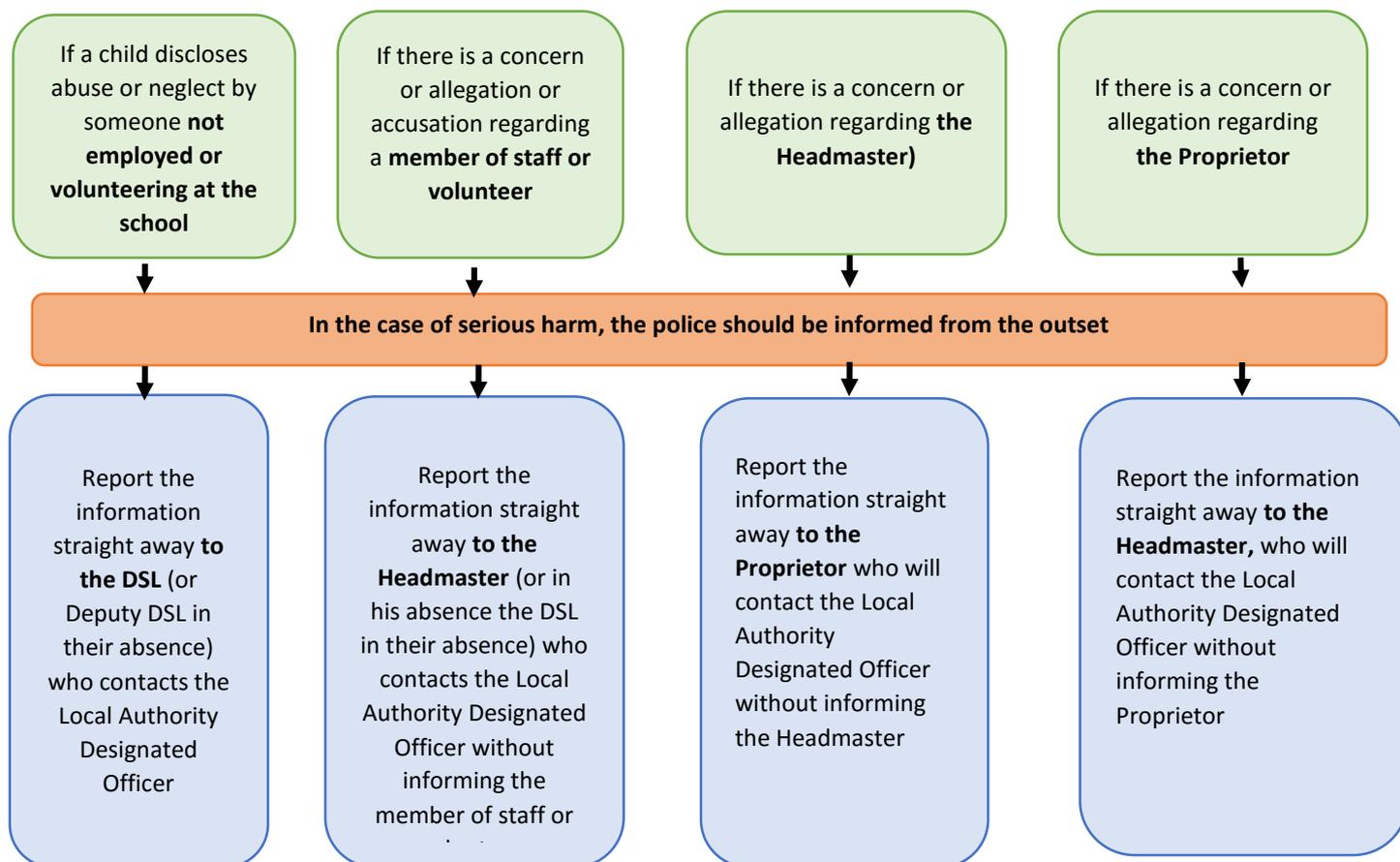
If the allegation threshold is NOT met, the Designated Officer will agree with you an appropriate response (e.g. for the agency to undertake further enquiries or undertake an internal investigation)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

NB: This document is intended for use as a brief guide only.

APPENDIX 7 - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, 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 they may pose a risk of harm to a child.



Headmaster Contact Details: - Mr John Floyd
Email: jfloyd@bruernabbey.org

Telephone: 01869 242448

Mobile: 07841 841476

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school Contact Details: - Mr Charles Banbury (Deputy Headmaster)
Telephone: 01869 242448 Mobile: 07778107689 email: cbanbury@bruernabbey.org

Deputy Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school Contact Details: - Mr John Floyd
Telephone: 01869 242448 Mobile: 07841841476 email: jfloyd@bruernabbey.org

Proprietor Contact Details: - Mr Sterling Stover Telephone: 01869 242448 Mobile: 07788561305

Keeping Children Safe in Education (DfE: July 2015) makes it clear that anybody can make a direct referral to Children's Social Care including the LADO and other external agencies.

AVAILABILITY:

DURING TERM TIME THE DSL (OR DEPUTY DSL) SHOULD ALWAYS BE AVAILABLE DURING SCHOOL HOURS FOR STAFF TO DISCUSS ANY SAFEGUARDING CONCERNS. AS A BOARDING AND DAY SCHOOL, BRUERN ABBEY SCHOOL WILL

APPENDIX 8 - A CHILD PROTECTION GUIDE - CUE CARD

A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the DSL of the allegation.
2. Record and date the details of the allegation in writing.

Do treat everyone with respect

Do provide an example of behaviour you wish others to follow

Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others

Do respect a young person's right to personal privacy

Do provide access for young people to talk to others about any concerns they may have.

Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties

Do encourage young people with disabilities and learning difficulties

Do encourage children and adults to point out attitudes and behaviour that they do not like

Do avoid inappropriate physical or verbal contact with young people

Do remember that someone else might misinterpret your actions

Do respect the cultural, religious and ethnic backgrounds of others

Do recognise that caution is required even in sensitive moments of counselling

Do avoid situations that compromise your relationship with young people

Do NOT permit abusive peer activities (e.g. bullying racism or others)

Do NOT judge or jump to conclusions about others

Do NOT show favouritism to any individual

Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums

Do NOT make inappropriate remarks or gestures

Do NOT rely on good reputation

Do NOT believe 'it could never happen to me'

Do NOT interview or meet with children in private or outside of school

Do NOT let concerns or allegations of abuse go unrecorded

Do NOT play physical contact games with young people

