SAFEGUARDING
POLICY 2018
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Policy Statement

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

The purpose of this policy is to protect children at The Webber Independent School. The School is committed to providing a safe and secure environment for children, staff and visitors. Furthermore, the School is committed to working in partnership with other agencies to protect children and reduce risk, and will engage with multi-disciplinary meetings such as child protection conferences and assessment for early help.

Aims

- To Provide Staff with the framework to promote and safeguard the wellbeing of children and in doing so ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children
- It is our responsibility to refer to Social Care when there are concerns about harm or potential harm to a child

Introduction

This Policy applies to:

- The entire setting including the EYFS, after school and holiday clubs;
- All staff, volunteers, pupils and visitors to the School

This policy has been written in accordance with the DfE guidance document ‘Keeping Children Safe in Education (September 2016)’, ‘Working Together to Safeguard Children 2015’; Section 157 of the Education Act 2002; the Counter Terrorism and Security Act (2015) and The Prevent Duty (DfE, 2015) The Prevent Duty; Departmental advice for schools and Childminders (June 2015). The School also follows the advice and procedures of the Milton Keynes Local Safeguarding Children Board.

This policy is reviewed and updated annually. In the intervening period, any deficiencies identified in the policy and/or procedure will be rectified immediately. The purpose of this policy is to protect children at School. The School is committed to providing a safe and secure environment for children, staff and visitors. Furthermore, the School is committed to working in partnership with other agencies to protect children and reduce risk, and will engage with multi-disciplinary meetings such as child protection conferences and assessment for early help.
### Important contacts

<table>
<thead>
<tr>
<th>Key Personnel</th>
<th>Name (s)</th>
<th>Telephone No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designated Safeguarding Lead</td>
<td>Melissa Chessum</td>
<td>07462710077</td>
</tr>
<tr>
<td>Deputy DSL(s)</td>
<td>Hilary Marsden</td>
<td>07788447599</td>
</tr>
<tr>
<td></td>
<td>Richard Austen</td>
<td>07879242420</td>
</tr>
<tr>
<td></td>
<td>Peggy Margrave</td>
<td>07846084104</td>
</tr>
<tr>
<td></td>
<td>Simon Jeacock</td>
<td>07859030513</td>
</tr>
<tr>
<td>School’s named “Prevent” lead</td>
<td>Melissa Chessum</td>
<td>07462710077</td>
</tr>
<tr>
<td>Nominated governor / chair of governors</td>
<td>Sir Mike Tomlinson</td>
<td><a href="mailto:mtomlinson@freeuk.com">mtomlinson@freeuk.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>07736809306</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional contact: Clair Hollick HR Manager</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="mailto:clair.hollick@gemseducation.com">clair.hollick@gemseducation.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>0207 593 4040</td>
</tr>
<tr>
<td></td>
<td></td>
<td>07974177881</td>
</tr>
<tr>
<td>Children’s Referral Team</td>
<td>Milton Keynes Children’s Social Care</td>
<td>01908 253169 or 01908 253170</td>
</tr>
<tr>
<td></td>
<td>Buckinghamshire MASH</td>
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<tr>
<td></td>
<td></td>
<td>For concerns regarding children, contact the First Response Team on 0845 460 0001 or email <a href="mailto:cypfirstresponse@buckscc.gov.uk">cypfirstresponse@buckscc.gov.uk</a></td>
</tr>
<tr>
<td>Out of hours social care</td>
<td>Emergency Milton Keynes Children’s Young People and Families</td>
<td>01908 265545</td>
</tr>
<tr>
<td><strong>Police</strong></td>
<td>101 or in emergencies 999 Telephone no</td>
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<tr>
<td><strong>Key Personnel</strong></td>
<td>020 7340 7264 <a href="mailto:counter-extremism@education.gsi.gov.uk">counter-extremism@education.gsi.gov.uk</a>.</td>
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<thead>
<tr>
<th><strong>Department for Education</strong></th>
<th>Dedicated telephone helpline and mailbox for non-emergency advice for staff and governors for Prevent and Extremism.</th>
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<tr>
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<td>01908 254300</td>
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<tr>
<td></td>
<td>01908 253169/3170.</td>
</tr>
<tr>
<td></td>
<td>01296 382070 <a href="mailto:bday@buckscc.gov.uk">bday@buckscc.gov.uk</a></td>
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<tr>
<th><strong>Safeguarding advisors / local authority designated officers (LADO’s)</strong></th>
<th>Milton Keynes, the Local Authority Designated Officer (LADO) is Jo Clifford. or *If the LADO is not available, you should refer to Multi Agency Safeguarding Hub on Buckinghamshire LADO</th>
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<tr>
<td></td>
<td>Please contact Jo Clifford on 01908 254300</td>
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<tr>
<td></td>
<td>01908 253169/3170.</td>
</tr>
<tr>
<td></td>
<td>01296 382070 <a href="mailto:bday@buckscc.gov.uk">bday@buckscc.gov.uk</a></td>
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| **School Matron** | Peggy Margrave 07846084104 |

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<th><strong>Whistleblowing</strong></th>
<th>General guidance can be found at- <a href="#">Advice on whistleblowing</a></th>
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<tr>
<td></td>
<td>The <a href="#">NSPCC whistleblowing helpline</a> is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 this line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email:<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>.</td>
</tr>
<tr>
<td></td>
<td>Piccadilly Gate, Store Street, Manchester. M1 2WD 0300 123 3155 <a href="mailto:whistleblowing@ofsted.gov.uk">whistleblowing@ofsted.gov.uk</a></td>
</tr>
<tr>
<td></td>
<td>Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.</td>
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| **Disclosure and Barring Service** | PO Box 110, Liverpool, L69 3JD Telephone: 0870 90 90 811 |

| **Childline/ NSPCC** | 0800 1111 / 0808 800 5000 |
The Webber Independent School Safeguarding Policy

The Role of the Designated Safeguarding Lead (DSL)  *(to be read in conjunction with DSL role description in KCSiE 2016)*

<table>
<thead>
<tr>
<th>Designated Safeguarding Lead</th>
<th>Melissa Chessum</th>
<th><a href="mailto:m.chessum@wis.gemsedu.co.uk">m.chessum@wis.gemsedu.co.uk</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy DSL(s)</td>
<td>Hilary Marsden</td>
<td><a href="mailto:h.marsden@wis.gemsedu.co.uk">h.marsden@wis.gemsedu.co.uk</a></td>
</tr>
<tr>
<td></td>
<td>Richard Austen</td>
<td><a href="mailto:r.austen@wis.gemsedu.co.uk">r.austen@wis.gemsedu.co.uk</a></td>
</tr>
<tr>
<td></td>
<td>Peggy Margrave</td>
<td><a href="mailto:p.margrave@wis.gemsedu.co.uk">p.margrave@wis.gemsedu.co.uk</a></td>
</tr>
<tr>
<td></td>
<td>Simon Jeacock</td>
<td><a href="mailto:s.jeacock@wis.gemsedu.co.uk">s.jeacock@wis.gemsedu.co.uk</a></td>
</tr>
</tbody>
</table>

They have all received the latest DSL multi agency training and are all available to cover the above roles in the unlikely event of the DSL or deputy safeguarding leads being unavailable.

The nominated GEMS governor, **Sir Mike Tomlinson**, who will receive reports of allegations against the Headmistress and act on the behalf of the governing body.

As an employer we comply with the “Disqualification under the childcare act 2006” guidance issued in February 2015.

**The DSL will:**

- Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the education act 2002
- Attend initial training for the role and refresh this every year. By attending the initial refresher training and then demonstrating evidence of continuing professional development thereafter
- Ensure every member of staff knows who the DSL is, is aware of the DSL role and has their contact details
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL
- Ensure that whole school training occurs annually so that staff and volunteers can fulfil their responsibilities.
- Ensure any members of staff joining the school outside of this training schedule receive induction prior to commencement of their duties
- Keep written records of child protection concerns securely and separately from the main pupil file and use these records to assess the likelihood of risk
• Ensure that copies of safeguarding records are transferred accordingly (separate from pupil files) when a child transfers school
• Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, the information is passed to the new school immediately and that the child’s social worker is informed
• Link with the (Milton Keynes Safeguarding Board) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
• Develop, implement and review procedures in our school that enable the identification and reporting of all cases, or suspected cases, of abuse

School Child Protection Procedures

Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are worried a child is being abused.

The prime concern at all stages must be the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

We recognise that staff anxiety around child protection can undermine good practice and so have established clear lines of accountability, training and advice to support the process and individual staff within that process.

In this school any individual can contact the designated safeguarding lead (DSL) if they have concerns about a young person.

If a member of staff has concerns, suspects abuse or they have a disclosure of abuse made to them they must:

1. Make an initial record of the concerns or information (use form in Annex 1/2)

2. Report it to the DSL, a Deputy DSL, or the Headmistress immediately

3. The DSL or Headmistress will consider if there is a requirement for immediate medical or police intervention, however urgent medical attention should not be delayed if DSL or Headmistress are not immediately available (see point 8 below)

4. Make an accurate record (which may be used in any subsequent court proceedings) as soon as possible and within 24 hours of the occurrence, of all that has happened, including details of:
   • Dates and times of their observations
   • Dates and times of any discussions they were involved in.
   • Any injuries
   • Explanations given by the child / adult
   • What action was taken
   • Any actual words or phrases used by the child
The Record of Concern should:
- Be structured, legible, clear and concise, with the writer’s meaning clearly conveyed;
- Include all relevant information;
- Be free from jargon and abbreviations and use precise wording wherever possible;
- Separate fact from opinion;
- State the professional judgment of the writer, supported by evidence; and
- Record the details of any action taken.

The records must be signed and dated by the author.

Roles and Responsibilities Within The Webber Independent School

Staff responsibilities

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this they will:

• Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
• Ensure children know that there are adults in the school whom they can approach if they are worried about any problems.
• Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
• Attend training in order to be aware of and alert to the signs of abuse.
• Maintain an attitude of “it could happen here” with regards to safeguarding.
• Record their concerns if they are worried that a child is being abused and report these to the relevant person as soon as practical that day.
• If the disclosure is an allegation against a member of staff they will follow the allegations procedures (Annex 1).
• Follow the procedures set out by the MKSCB and take account of guidance issued by the DfE.
• Support pupils in line with their child protection plan.
• It is not their responsibility to investigate or to establish whether or not abuse has taken place.
• Treat information with confidentiality but never promising to “keep a secret”.
• Do not discuss concerns with parents without first consulting the DSL.
• Notify DSL of any child on a child protection plan who has unexplained absence.
• In the context of early help, staff will notify colleagues and/or parents of any concerns about their child(ren), and provide them with, or signpost them to, opportunities to change the situation.
• Liaise with other agencies that support pupils and provide early help.
• Ensure they know who the designated safeguarding lead (DSL) and deputy DSL are and know how to contact them.

Senior management team responsibilities:

• Contribute to inter-agency working in line with guidance (working together 2015)
• Provide a co-ordinated offer of early help when additional needs of children are identified
• Working with children’s social care, support their assessment and planning processes including the school’s attendance at conference and core group meetings
• Carry out tasks delegated by the governing body such as training of staff; safer recruitment; maintaining a single central register
• Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school
• Treat any information shared by staff or pupils with respect and follow procedures
• Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE), (Milton Keynes Safeguarding Board)

**Governing body and Proprietor responsibilities**

• The school has effective safeguarding policies and procedures including a child protection policy and a staff behaviour policy.
• (Milton Keynes Safeguarding Board) is informed annually about the discharge of duties via the safeguarding audit.
• Recruitment, selection and induction follows safer recruitment practice.
• Allegations against staff are dealt with by the Headmistress.
• A member of the senior staff team is designated as designated safeguarding lead (DSL) and have this recorded in their job description.
• Staff have been trained appropriately and this is updated in line with guidance.
• Any safeguarding deficiencies or weaknesses are remedied without delay.
• They have identified a nominated governor for allegations against the Headmistress.
• There is an annual safeguarding audit conducted by the nominated GEMS Governor Sir Mike Tomlinson.

**Steps to take regarding allegations against staff, visiting adults or volunteers**

1. Allegation is made: All allegations against staff or any observations of inappropriate behaviour by a member of staff should be brought to the attention of the Headmistress (or Chair of Governors if the Headmistress is the subject of allegation or not available). All such allegations are reported to the (LADO) by the Headmistress. A quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The LADO should be informed within one working day of all allegations that come to an employer’s attention or that are made directly to the police. No form of investigation is allowed to take place prior to contacting the LADO.

2. Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. Schools must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Schools should give due weight to the views of the LADO and the policy when making a decision about suspension.

What appears minor at first can later be revealed to be much more serious and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the school should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

3. Initiate allegation procedures: The LADO will decide whether the incident fits the criteria of an allegation against staff.

4. Workplace arrangements: The LADO will advise whether the member of staff should remain in the workplace or whether they should go on leave or be suspended until the investigation is resolved. If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in ‘Keeping Children Safe in Education’ (2016) and the MKSCB procedures. The member of staff will be advised to contact their union representative and the senior member of staff dealing with the allegation will keep both the member of staff and the family up to date with
regard to timescales of meetings and the procedures being put in place. Every effort must be made to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

6. All allegations relating to the welfare of a child will be reported to social services by the Headmistress.

7. The Headmistress (or, if the allegations are against the Headmistress, the Chair of Governors without informing the Headmistress) will contact the County Council's Allegations Officer Jo Clifford (01908 254300) LADO

There is a requirement for the school to report to the DBS and the National College for Teaching and Leadership (NCTL) within one month of leaving the school, any person whose services are no longer used because he or she has been found responsible for “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, of a relevant offence” or considered unsuitable to work with children. Any member of staff who resigns or is dismissed whilst investigations into such matters are ongoing should also be referred to DBS and the NCTL. Further guidance is available via


9. If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school or college’s procedures or practice to help prevent similar events in the future.

Procedures Specific to the EYFS

The named DSL for the EYFS and under 5s is Peggy Margrave, who must inform Ofsted as soon as is reasonably practicable, and in any case within 14 days, of any allegations or serious harm or abuse by any person working with or looking after children at the premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. Where concerns are raised about a child that attends another setting in addition to School, the advice of the Social Services team should be sought before information about the concern is shared with the other setting.

Principles and Values

This Policy applies to:
- The entire setting including the EYFS and after school and holiday clubs;
- All staff, volunteers, pupils and visitors to The Webber Independent School.

Safeguarding is everyone’s responsibility. As such it does not rest with the Designated Safeguarding Lead (DSL) and their deputies to take a lead responsibility in all of the areas covered within this policy.

Some areas, such as Health and Safety, are a specialist area of safeguarding and a separate lead for this area is in place in the school.

Safeguarding processes are intended to put in place measures that minimise harm to children.

The Senior Leadership Team seek to promote a culture throughout the school in which every member of the community actively contributes to the safeguarding of the children in
our care. All staff have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary, as part of establishing a positive safeguarding culture in the school. Raising of concerns and how to do this is covered in this policy. Please also refer to the school Whistleblowing Policy.

All pupils in our school are able to talk to any member of staff to share concerns or talk about situations which are giving them worries. The staff will listen to the pupil, take their worries seriously and share the information with the safeguarding lead.

In addition, we provide pupils with information of who they can talk to outside of school both within the community and with local or national organisations who can provide support or help. There are pictures of DSL and deputies in the Reception area and in leaflets in students' planners. There are Childline posters in every classroom and other prominent areas.

In particular, it is the policy of the School to protect and safeguard the welfare of our pupils by:

- Providing a safe environment in which children can learn and develop;
- Challenge inaction and promote the principle of acting on and referring early signs of abuse, neglect, radicalisation;
- Sharing information quickly, including making a referral;
- Listening to, and respecting the children in our care;
- Checking the suitability of staff and volunteers to work with children;
- Effectively managing staff and volunteers through supervision, support and training;
- Implementing appropriate procedures for identifying and reporting cases of suspected children at risk;
- Ensuring that staff and volunteers are trained in how to respond to a disclosure or suspicion of children at risk including keeping clear records listening to the views of the child;
- Equipping children with the skills needed to keep them safe, including giving them opportunities to learn about safeguarding; and
- Supporting pupils who have been abused in accordance with their agreed child protection plan.

Allegations of abuse which become known to staff, volunteers, pupils and visitors should be immediately reported to the Designated Senior Lead or one of the Safeguarding Officers, following the procedures set out below. All allegations made will be treated seriously and the Social Services Referral & Assessment Contact Team or the Local Authority Designated Officer will be informed.

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children regardless of age, gender, race, ability, sexuality, religion, culture or language have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm in accordance with the guidance.
- We acknowledge that working in partnership with other agencies protects children and reduces risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, the school reserves the right to contact Children’s Social Care or the police, without notifying parents if this is in the child’s best interests.

Training
All staff in our school are expected to be aware of the signs and symptoms of abuse and must be able to respond appropriately. Training is provided every year with induction to all new staff on taking up appointment. The DSL and deputies will attend training every two years to enable them to fulfil their role. All staff are trained in the ‘Educare’ Child Protection in Education online course every three years. But updates are issued in INSET training each term.

Any update in national or local guidance will be shared with staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

**Referral**

Following any concerns raised by staff, the DSL will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached; or they are not clear if the threshold is met, then the DSL will contact Children’s Social Care. **If the DSL is not available or there are immediate concerns, the staff member will refer directly to Children’s Social Care. We have students that live in three different Counties (Milton Keynes – Refer to Milton Keynes Children’s Social Care, Buckinghamshire and Aylesbury – Refer to Buckinghamshire MASH.)**

Generally the DSL will inform the parents prior to making a referral however there are situations where this may not be possible or appropriate.

**N.B. The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police (see Child Protection Policy).**

**Confidentiality (see Annex 15)**

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the ‘working together’ guidance.
- Information will only be shared with agencies who we have a statutory duty to share with or individuals within the school who ‘need to know’.
- All staff are aware that they cannot promise a child to keep a disclosure confidential.

**As a school we will educate and encourage pupils to keep safe through:**

- The content of the curriculum
- A school ethos which helps children to feel safe and able to talk freely about their concerns, believing that they will be listened to and valued.

**Dealing with allegations against staff**

If a concern is raised about the practice or behaviour of a member of staff this information will be recorded and passed to the Headmistress. The local authority designated officer (LADO) will be contacted and the relevant guidance will be followed.

If the allegation is against the Headmistress, the person receiving the allegation will contact the LADO (Jo Clifford on 01908 254300) or nominated governor (Sir Mike Tomlinson 07736809306) directly.

No form of investigation is allowed to take place prior to consulting the LADO.

**Dealing with allegations against pupils**
If a concern is raised that there is an allegation of a pupil abusing another pupil within the school, the ‘dealing with allegations against pupils’ guidance will be followed (Annex 11).

This policy is available to parents and staff on the School website and is made available to parents on request.

**Areas of Safeguarding**

Within Keeping Children Safe in Education 2016 and the Part 6 requirements of the ISI Inspection Guidance on conducting focused compliance and educational quality. (Sept 2016) there are a number of safeguarding areas directly highlighted or implied within the text.

This policy separates safeguarding into issues that are emerging or high risk issues (part 1); those related to the pupils as an individual (part 2); other safeguarding issues affecting pupils (part 3); and those related to the running of the school (part 4).

**Definitions**

Within this document:

*Safeguarding* is defined by KCSIE as protecting from maltreatment; preventing impairment of health and development; ensuring that children grow up with the provision of safe and effective care; and work in a way that gives the best life chances and transition to adulthood. Taking action to enable all children to have the best outcomes. Our safeguarding practice applies to every child.

*Child Protection* is part of safeguarding and refers to where a child is suffering significant harm, or is likely to do so, and the action taken to protect that child. It also refers to action to be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

The term *Staff* applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and Governors.

*Child* refers to all young people who have not yet reached their 18 birthday. On the whole, this will apply to pupils of our school; however the policy will extend to visiting children and students from other establishments.

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

**Technologies**

Please also refer to the School's PSHCE, Anti Bullying, and Data Protection Policies

[http://4lscb.proceduresonline.com/chapters/p_ca_information.html](http://4lscb.proceduresonline.com/chapters/p_ca_information.html)

Technological hardware and software is developing continuously with an increase in functionality of devices that people use. The majority of children use online tools to communicate with others locally, nationally and internationally. Access to the Internet and other tools that technology provides is an invaluable way of finding, sharing and communicating information. While technology itself is not harmful, it can be used by others to make children vulnerable and to abuse them.

**Online Safety and Social media**

[https://www.thinkuknow.co.uk/Teachers/](https://www.thinkuknow.co.uk/Teachers/)
With the current speed of on-line change, some parents and carers have only a limited understanding of online risks and issues. Parents may underestimate how often their children come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond. Some of the risks could be:

- unwanted contact
- grooming
- online bullying including sexting
- digital footprint

The school will therefore seek to provide information and awareness to both pupils and their parents through:

- Acceptable use agreements for children, teachers, parents/carers and governors
- Curriculum activities involving raising awareness around staying safe online, particularly in PSHCE.
- Information included in letters, newsletters, website
- Parents evenings / sessions
- High profile events / campaigns e.g. Safer Internet Day, Anti-Bullying Week
- Building awareness around information that is held on relevant web sites and or publications
- Thames Valley Police Assembly and talk for Parents on Internet Safety

**Bullying**

There is no legal definition of bullying. However, it’s usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)

**Bullying outside School**

- Head teachers have the legal power to make sure pupils behave outside of school premises (state schools only).
- This includes bullying that happens anywhere off the school premises, for example on public transport or in a town centre.
- School staff can also choose to report bullying to the police or local council.

**Banter/ Unacceptable banter**
The Anti-Bullying Alliance -

What is banter?

The dictionary describes banter as:

‘The playful and friendly exchange of teasing remarks’

Some tips for professionals (adapted with Chris Gibbons, Director of Inside Inclusion):

- Understanding the four elements of bullying is vital to knowing whether something is bullying: intentional, hurtful, repetitive, involves a power imbalance
- Just because ‘banter’ doesn’t constitute all the elements of bullying doesn’t mean it’s acceptable.
- All offensive, threatening, violent and abusive language and behaviour is always unacceptable, whatever your role
- This includes any negative language or behavior in relation to / referring to a protected characteristic under the Equality Act 2010 i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex (gender), sexual orientation
- Language and behaviour can have different meanings, in different contexts. If you’re unsure, ask what was meant
- Just because someone uses certain language to refer to themselves it doesn’t necessarily means it’s acceptable, nor does it make it ok for you to use it
- Just because you think something is banter or a joke doesn’t mean other people will
- People won’t always feel confident to speak up if they are offended by something. They might even go along with it so as not to draw attention to themselves
- Third parties might be offended, even if they’re not part of your conversation
Some suggested questions to ask young people (adapted from John Khan, Anti-Bullying Practitioner):

- What is banter?
- Can you give me some examples of banter?
- When does banter turn into bullying?
- How do we know if we cross the line?
- How might we know if we have ‘crossed a line’ with someone?
- How might they be feeling or behaving?
- Do people use the term banter to disguise bullying?

The Huffington Post Blog, Taboola states:

“Banter and jokey behaviour can very easily cross the line to become harassment. Harassment occurs when a person carries out unwanted conduct related to a protected characteristic which violates another person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for that person. Major areas of harassment that crop up in the work environment include harassment on the grounds of a person’s gender or sex or their sexual orientation.

Cyberbullying


Central to the School’s Positive Behaviour and No Bullying policy is the principle that ‘bullying is always unacceptable’ and that ‘all pupils have a right not to be bullied’. The school also recognises that it must take note of bullying perpetrated outside school which spills over into the school and so we will respond to any cyber-bullying we become aware of carried out by pupils when they are away from the site.

Cyber-bullying is defined as “an aggressive, intentional act carried out by a group or individual using electronic forms of contact repeatedly over time against a victim who cannot easily defend himself/herself.”

By cyber-bullying, we mean bullying by electronic media:
- Bullying by texts or messages or calls on mobile phones
- The use of mobile phone cameras to cause distress, fear or humiliation
- Posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites
- Using e-mail to message others
- Hijacking/cloning e-mail accounts
- Making threatening, abusive, defamatory or humiliating remarks in on-line forums

Cyber-bullying may be at a level where it is criminal in character. It is unlawful to disseminate defamatory information in any media including internet sites. Section 127 of the Communications Act 2003 makes it an offence to send, by public means of a public electronic communications network, a message or other matter that is grossly offensive or one of an indecent, obscene or menacing character.

The Protection from Harassment Act 1997 makes it an offence to knowingly pursue any course of conduct amounting to harassment.

If we become aware of any incidents of cyberbullying, we will need to consider each case individually as to any criminal act that may have been committed. The school will pass on information to the police if it feels that it is appropriate or are required to do so.
Sexting
https://www.thinkuknow.co.uk/Teachers/Resources/
https://www.miltonkeynesresilience.co.uk/da/149121

’Sexting’ often refers to the sharing of naked or ‘nude’ pictures or video through mobile phones and the internet. It also includes underwear shots, sexual poses and explicit text messaging. While sexting often takes place in a consensual relationship between two young people, the use of Sexted images in revenge following a relationship breakdown is becoming more commonplace. Sexting can also be used as a form of sexual exploitation and take place between strangers.

As the average age of first smartphone or camera enabled tablet is 6 years old, sexting is an issue that requires awareness raising across all ages.

The school will use age appropriate educational material to raise awareness, to promote safety and deal with pressure. Parents should be aware that they can come to the school for advice.

Gaming
http://www.saferinternet.org.uk/search-results?keywords=gaming
http://www.childnet.com/search-results/?keywords=gaming
http://www.kidsmart.org.uk/games/
http://www.lgfl.net/esaft/Primary-resource-matrix.aspx

Online gaming is an activity that the majority of children and many adults get involved in. The school will raise awareness:
• By talking to parents and carers about the games their children play and help them identify whether they are appropriate.
• By supporting parents in identifying the most effective way of safeguarding their children by using parental controls and child safety mode.
• By talking to parents about setting boundaries and time limits when games are played.
• By highlighting relevant resources.

Online reputation
http://www.childnet.com/resources/online-reputation-checklist
http://www.saferinternet.org.uk/search-results?keywords=online%20reputation
http://www.kidsmart.org.uk/digitalfootprints/

Online reputation is the opinion others get of a person when they encounter them online. It is formed by posts, photos that have been uploaded and comments made by others on people’s profiles. It is important that children and staff are aware that anything that is posted could influence their future professional reputation. The majority of organizations and work establishments now check digital footprint before considering applications for positions or places on courses.

Grooming
http://www.saferinternet.org.uk/search-results?keywords=grooming
http://www.childnet.com/search-results/?keywords=grooming
Online grooming is the process by which one person with an inappropriate sexual interest in children will approach a child online, with the intention of developing a relationship with that child, to be able to meet them in person and intentionally cause harm.

The school will build awareness amongst children and parents about ensuring that the child:
- Only has friends online that they know in real life
- Is aware that if they communicate with somebody that they have met online, that relationship should stay online

That parents should:
- Recognise the signs of grooming
- Have regular conversations with their children about online activity and how to stay safe online

The school will raise awareness by:
- Running sessions for parents (Thames Valley Police)
- Include awareness around grooming as part of their curriculum
- Identifying with both parents and children how they can be safeguarded against grooming

**Preventing Radicalisation and Extremism** (see Annex 7)

**Radicalisation** is the process by which individuals come to support terrorism or violent extremism. Young people may express extremist ideas, be in possession of extremist literature or express extremist views. They may associate with known extremists or seek to recruit others to an extremist ideology. Concerns that a student’s behaviour indicates involvement with extremist ideas should be considered a safeguarding issue and reported as such. Under the Prevent Duty schools must; assess local risk, identify pupils who may be at risk and ensure the DSL has attended local training on Prevent.

The Prevent Duty requires that all staff are aware of the signs that a child maybe vulnerable to radicalisation. The risks will need to be considered for political; environmental; animal rights; or faith based extremism that may lead to a child becoming radicalised. All staff have undertaken e-learning and/or received awareness training in order that they can identify the signs of children being radicalised.

As a school we recognise that safeguarding against radicalisation is no different from safeguarding against any other vulnerability. At The Webber Independent School, all staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. Staff must be fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

Although serious incidents involving radicalisation have not occurred at The Webber Independent School, to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the country in which we teach. Staff are reminded to suspend any professional disbelief that instances of radicalisation ‘could not happen here’ and to refer any concerns through the appropriate channels (currently via the DSL).

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which
should not be used to influence others. Our PSHCE (Personal, Social and Health Citizenship Education) provision is embedded across the curriculum, and underpins the ethos of the school. It is recognised that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the Internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the Internet.

Through opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on.

Any child who ‘is considered vulnerable to radicalisation’ will be referred by the DSL to Milton Keynes Children’s Social Care, where the concerns will be considered in the MASH process.

If the police Prevent Officer considers the information to be indicating a level of risk a “channel panel” will be convened and the school will attend and support this process.

Contact details for agency involvement, for support and advice about extremism:
- Local police force: 101 (the non-emergency)
- DfE dedicated telephone helpline: 020 7340 7264
- DfE mail box: counter-extremism@education.gsi.gov.uk

http://4lscb.proceduresonline.com/chapters/p_child_subject_violent_extremism.html
http://www.hampshire.police.uk/internet/advice-and-information/safe4me/Safe4me+Prevent

Gender based violence / Violence against women and girls

https://www.gov.uk/government/policies/violence-against-women-and-girls

The government has a strategy looking at specific issues that women and girls face. Within the context of this safeguarding policy the following sections are how we respond to violence against girls. Female genital mutilation, forced marriage, honour based violence and teenage relationship abuse all fall under this strategy.

Female Genital Mutilation (FGM)

http://4lscb.proceduresonline.com/chapters/p_fem_gen_mut.html

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls’ and women’s bodies.
The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, just before marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

FGM is illegal in the UK.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in summer, in order for there to be sufficient time for her to recover before returning to her studies. The short-term consequences following a girl undergoing FGM can include:

- severe pain
- emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends).
- haemorrhage.
- wound infections, including tetanus and blood-borne viruses (including HIV and Hepatitis B and C);
- urinary retention.
- injury to adjacent tissues.
- fracture or dislocation as a result of restraint.

On the 31 October 2015, it became mandatory under the Serious Crime Act (2015) for professionals (including teachers) to report known cases of FGM to the police (call 101). For further advice contact the NSPCC FGM Helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk. In these situations, the DSL and/or Headmistress will be informed and that the member of teaching staff has called the police to report suspicion that FGM has happened.

At no time will staff examine pupils to confirm this.

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

**Forced Marriage**

http://4lscb.proceduresonline.com/chapters/p_forced_marriage.html

In the case of children: ‘a forced marriage is a marriage in which one or both spouses cannot consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’ In developing countries 11% of girls are married before the age of 15. One in 3 victims of forced marriage in the U.K. are under 18.
It is important that all members of staff recognise the presenting symptoms, how to respond if there are concerns and where to turn for advice.

Advice and help can be obtained nationally through the Forced Marriage Unit and locally through the local police safeguarding team or children’s social care. Policies and practices in this school reflect the fact that while all members of staff, including teachers, have important responsibilities with regard to pupils who may be at risk of forced marriage, teachers and school leaders should not undertake roles in this regard that are most appropriately discharged by other children’s services professionals such as police officers or social workers.

**Characteristics that may indicate forced marriage**

While individual cases of forced marriage, and attempted forced marriage, are often very particular, they are likely to share a number of common and important characteristics, including:

- an extended absence from school/college, including truancy;
- a drop in performance or sudden signs of low motivation;
- excessive parental restriction and control of movements;
- a history of siblings leaving education to marry early;
- poor performance, parental control of income and students being allowed only limited career choices;
- evidence of self-harm, treatment for depression, attempted suicide, social isolation, eating disorders or substance abuse; and/or
- evidence of family disputes/conflict, domestic violence/abuse or running away from home.

On their own, these characteristics may not indicate forced marriage. However, it is important to be satisfied that where these behaviours occur, they are not linked to forced marriage. It is also important to avoid making assumptions about an individual pupil’s circumstances or act on the basis of stereotyping. For example, an extended holiday may be taken for entirely legitimate reasons and may not necessarily represent a pretext for forced marriage.

**Honour Based Violence**


Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family or community members who believe someone has brought shame to their family or community by doing something that is not in keeping with their unwritten rule of conduct. For example, honour based violence might be committed against people who:

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

Women and girls are the most common victims of honour based violence however it can also affect men and boys. Crimes of ‘honour’ do not always include violence. Crimes committed in the name of ‘honour’ might include:

- domestic abuse
- threats of violence
- sexual or psychological abuse
- forced marriage
- being held against your will or taken somewhere you don’t want to go
- assault

If staff believe that a pupil is at risk from honour based violence the DSL will follow the usual safeguarding referral process, however, if it is clear that a crime has been committed or the pupil is at immediate risk the police will be contacted in the first place. It is important that if honour based violence is known or suspected that communities and family members are NOT spoken to prior to referral to the police or social care as this could increase risk to the child.

### Teenage Relationship Abuse


Research has shown that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, e.g. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. They often held the common misconception that rape could only be committed by a stranger down a dark alley and didn't understand that it could happen within their own relationships. This led to these abusive behaviours feeling ‘normal’ and therefore left unchallenged as they were not recognised as being abusive. In response to this the school will provide education to prevent teenagers from becoming victims and perpetrators of abusive relationships by encouraging them to rethink their views of violence, abuse and controlling behaviours, and understand what consent means within their relationships. Peer on peer abuse can take different forms: abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”.

### The Toxic Trio

The term ‘Toxic Trio’ has been used to describe the issues of domestic violence, mental ill-health and substance misuse which have been identified as common features of families where harm to women and children has occurred.
They are viewed as indicators of increased risk of harm to children and young people. In a review of Serious Cases Reviews undertaken by Ofsted in 2011, they found that in nearly 75% of these cases two or more of the issues were present.

### Domestic Abuse

[http://4lscb.proceduresonline.com/chapters/p_dom_viol.html](http://4lscb.proceduresonline.com/chapters/p_dom_viol.html)
Domestic abuse is any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Research indicates that living within a home where domestic abuse takes place is harmful to children and can have a serious impact on their behaviour, wellbeing and understanding of what a normal relationship is.

Children witnessing domestic abuse is recognised as ‘significant harm’ in law. These children may become aggressive; display anti-social behaviours; suffer from depression or anxiety; or fail to reach their educational potential.

Indicators that a child is living within a relationship with domestic abuse include:

- withdrawn
- suddenly behaves differently
- anxious
- clingy
- depressed
- aggressive
- problems sleeping
- eating disorders
- wets the bed
- soils clothes
- takes risks
- misses school
- changes in eating habits
- obsessive behaviour
- nightmares
- drugs
- alcohol
- self-harm
- thoughts about suicide

These behaviours themselves do not indicate that a child is living with domestic abuse, but should be considered as indicators that this may be the case.

If staff believe that a child is living with domestic abuse, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.
Parental mental health

https://www.gov.uk/government/publications/the-mental-health-strategy-for-england
http://4lscb.proceduresonline.com/chapters/p_childatrisk_mhpar.html

The term "mental ill health" is used to cover a wide range of conditions, from eating disorders, mild depression and anxiety to psychotic illnesses such as schizophrenia or bipolar disorder. Parental mental illness does not necessarily have an adverse impact on a child's developmental needs, but it is essential to always assess its implications for each child in the family. It is essential that the diagnosis of a parent/carer's mental health is not seen as defining the level of risk. Similarly, the absence of a diagnosis does not equate to there being little or no risk.

For children the impact of parental mental health can include:

- The parent / carer's needs or illnesses taking precedence over the child's needs
- Child's physical and emotional needs neglected
- A child acting as a young carer for a parent or a sibling
- Child having restricted social and recreational activities
- Child finds it difficult to concentrate- impacting on educational achievement
- A child missing school regularly as (s)he is being kept home as a companion for a parent / carer
- Adopt paranoid or suspicious behaviour as they believe their parent’s delusions.
- Witnessing self-harming behaviour and suicide attempts (including attempts that involve the child)
- Obsessional compulsive behaviours involving the child

If staff become aware of any of the above indicators, or others that suggest a child is suffering due to parental mental health, the information will be shared with the DSL to consider a referral to children's social care.

Parental Substance misuse

Substance misuse applies to the misuse of alcohol as well as 'problem drug use', defined by the Advisory Council on the Misuse of Drugs as drug use which has: 'serious negative consequences of a physical, psychological, social and interpersonal, financial or legal nature for users and those around them.

Parental substance misuse of drugs or alcohol becomes relevant to child protection when substance misuse and personal circumstances indicate that their parenting capacity is likely to be seriously impaired or that undue caring responsibilities are likely to be falling on a child in the family.

For children the impact of parental substance misuse can include:

- Inadequate food, heat and clothing for children (family finances used to fund adult's dependency)
- Lack of engagement or interest from parents in their development, education or wellbeing
- Behavioural difficulties- inappropriate display of sexual and/or aggressive behaviour
- Bullying (including due to poor physical appearance)
- Isolation – finding it hard to socialise, make friends or invite them home
- Tiredness or lack of concentration
- Child talking of or bringing into school drugs or related paraphernalia
• Injuries /accidents (due to inadequate adult supervision )
• Taking on a caring role
• Continued poor academic performance including difficulties completing homework on time
• Poor attendance or late arrival

These behaviours themselves do not indicate that a child’s parent is misusing substances, but should be considered as indicators that this may be the case.

If staff believe that a child is living with parental substance misuse, this will be reported to the designated safeguarding lead for referral to be considered for Children’s Social Care.

**Missing, Exploited and Trafficked Children (MET)**

[http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html](http://4lscb.proceduresonline.com/chapters/p_missing_exploit_traff.html)

Within Milton Keynes the acronym MET is used to identify all children who are missing; believed to be at risk of or being sexually exploited; or who are at risk of or are being trafficked. Given the close links between all of these issues, there has been a considered response to join all three issues so that cross over of risk is not missed.

**Children Missing from Education**

*Please refer to the School supervision policy and Admissions and Registration Policy for further information.*

[http://4lscb.proceduresonline.com/chapters/p_child_miss_edu.html](http://4lscb.proceduresonline.com/chapters/p_child_miss_edu.html)

Patterns of children missing education can be an indicator of either abuse or safeguarding risks. A relatively short length of time a child is missing does not reduce risk of harm to that child, and all absence or non-attendance should be considered with other known factors or concerns.

DSLs and staff should consider:

Missing lessons: Are there patterns in the lessons that are being missed? Is this more than avoidance of a subject or a teacher? Does the child remain on the school site or are they absent from the site?
  • Is the child being sexually exploited during this time?
  • Are they late because of a caring responsibility?
  • Have they been directly or indirectly affected by substance misuse?
  • Are other pupils routinely missing the same lessons, and does this raise other risks or concerns?
  • Is the lesson being missed one that would cause bruising or injuries to become visible?

Single missing days: Is there a pattern in the day missed? Is it before or after the weekend suggesting the child is away from the area? Are there specific lessons or members of staff on these days? Is the parent informing the school of the absence on the day? Are missing days reported back to parents to confirm their awareness?
• Is the child being sexually exploited during this day?
• Do the parents appear to be aware?
• Are the pupil’s peers making comments or suggestions as to where the pupil is?

Continuous missing days: Has the school been able to make contact with the parent? Is medical evidence being provided? Are siblings attending school (either our or local schools)?
• Did we have any concerns about radicalisation, FGM, forced marriage, honour based violence, sexual exploitation?
• Have we had any concerns about physical or sexual abuse?

The school will view absence as both a safeguarding issue and an educational outcomes issue. The school may take steps that could result in legal action for attendance, or a referral to children’s social care, or both.

From September 2016 all schools must notify their local authority when they are about to remove a pupil’s name from the school admission register at a non-standard transition point, as soon as the grounds for removal is met and no later than the time at which the pupil’s name is removed from the register. This does not apply when a pupil’s name is removed at standard transition points – when the pupil has completed the final year of education normally provided by that school.

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority before deleting the pupil’s name from the register.

All schools must also notify the local authority within five days of adding a pupil’s name to the admission register at a non-standard transition point.

Milton Keynes Missing in Education send a weekly request for starters and Leavers.

**Children Missing from Home or Care**


Children who run away from home or from care, provide a clear behavioural indication that they are either unhappy or do not feel safe in the place that they are living. Research shows that children run away from conflict or problems at home or school, neglect or abuse, or because children are being groomed by predatory individuals who seek to exploit them. Many run away on numerous occasions.

The Association of Chief Police Officers has provided the following definitions and guidance.

“Missing person is: ‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.’”

An absent person is: ‘A person not at a place where they are expected or required to be.’

All cases classified as ‘missing’ by the police will receive an active police response – such as deployment of police officers to locate a child. Cases where the child was classified as
‘absent’ will be recorded by the police and risk assessed regularly but no active response will be deployed.

The absent case will be resolved when a young person returns or new information comes to light suggesting that he/she is at risk. In the latter instance, the case is upgraded to ‘missing’.

Within any case of children who are missing both push and pull factors will need to be considered.

Push factors include:
- Conflict with parents/carers
- Feeling powerless
- Being bullied/abused
- Being unhappy/not being listened to
- The Toxic Trio

Pull factors include:
- Wanting to be with family/friends
- Drugs, money and any exchangeable item
- Peer pressure
- For those who have been trafficked into the United Kingdom as unaccompanied asylum seeking children there will be pressure to make contact with their trafficker

As a school we will inform all parents of children who are absent (unless the parent has informed us).

If the parent is also unaware of the location of their child, and the definition of missing is met, we will put into action the measures of the safeguarding policy.

**Child Sexual Exploitation (CSE)**

[http://paceuk.info/](http://paceuk.info/)
[http://4lscb.proceduresonline.com/chapters/p_sexual_exploit.html](http://4lscb.proceduresonline.com/chapters/p_sexual_exploit.html)

Sexual exploitation of children is not limited by the age of consent and can occur up until the age of 18. CSE involves children being in situations, contexts or relationships where they (or a third person) receive ‘something’ as a result of them performing sexual activities. The something can include food, accommodation, drugs, alcohol, cigarettes, affection, gifts, or money.

Child sexual exploitation can happen via technology without the child’s being aware; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain.

In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person’s limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Indicators a child may be at risk of CSE include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

CSE can happen to a child of any age, gender, ability or social status. Often the victim of CSE is not aware that they are being exploited and do not see themselves as a victim.

**Trafficked Children**

http://4lscb.proceduresonline.com/chapters/p_safeg_t.pdf

Human trafficking is defined by the UNHCR in respect of children as a process that is a combination of:
- Movement (including within the UK);
- For the purpose of exploitation

Any child transported for exploitative reasons is considered to be a trafficking victim. There is significant evidence that children (both of UK and other citizenship) are being trafficked internally within the UK and this is regarded as a more common form of trafficking in the UK.

There are a number of indicators which suggest that a child may have been trafficked into the UK, and may still be controlled by the traffickers or receiving adults. These are as follows:

- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Is required to earn a minimum amount of money every day;
- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good;
- Is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Is excessively afraid of being deported.

For those children who are internally trafficked within the UK indicators include:
- Physical symptoms (bruising indicating either physical or sexual assault);
- Prevalence of a sexually transmitted infection or unwanted pregnancy;
- Reports from reliable sources suggesting the likelihood of involvement in sexual exploitation / the child has been seen in places known to be used for sexual exploitation;
- Evidence of drug, alcohol or substance misuse;
- Being in the community in clothing unusual for a child i.e. inappropriate for age, or borrowing clothing from older people
- Relationship with a significantly older partner;
- Accounts of social activities, expensive clothes, mobile phones or other possessions with no plausible explanation of the source of necessary funding;
- Persistently missing, staying out overnight or returning late with no plausible explanation;
- Returning after having been missing, looking well cared for despite having not been at home;
- Having keys to premises other than those known about;
- Low self-image, low self-esteem, self-harming behaviour including cutting, overdosing, eating disorder, promiscuity;
• Truancy / disengagement with education;
• Entering or leaving vehicles driven by unknown adults;
• Going missing and being found in areas where the child or young person has no known links; and/or
• Possible inappropriate use of the internet and forming on-line relationships, particularly with adults.

These behaviours themselves do not indicate that a child is being trafficked, but should be considered as indicators that this may be the case.

If staff believe that a child is being trafficked, this will be reported to the designated safeguarding lead for referral to be considered to children’s social care.

Part 2 – Safeguarding issues relating to individual pupil needs

Pupils with medical conditions (in school).


There is a separate policy outlining the school’s position on this within the Medical Care Plan & Medical Risk Assessment Policy, as well as the First Aid Policy and Medical Administration Policy:

As a school we will make sure that sufficient staff are trained to support any pupil with a medical condition.
All relevant staff will be made aware of the condition to support the child and be aware of medical needs and risks to the child.
An individual healthcare plan may be put in place to support the child and their medical needs for varying contexts.

Pupils with medical conditions (out of school).


There will be occasions when children are temporarily unable to attend our school on a full time basis because of their medical needs. These children and young people are likely to be:
• children and young people suffering from long-term illnesses
• children and young people with long-term post-operative or post-injury recovery periods
• children and young people with long-term mental health problems (emotionally vulnerable)

Where it is clear that an absence will be for more than 15 continuous school days the Education and Inclusion Service will be contacted to support with the pupil’s education.
**Intimate care**

http://4lscb.proceduresonline.com/chapters/g_int_care.html

See Guidelines for good practice, including EYFS, in Annex 3 (adapted from the Chailey Heritage centre)

**Fabricated or induced illness**


http://4lscb.proceduresonline.com/chapters/p_fab_ind_ill.html

There are three main ways that a carer could fabricate or induce illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents;
- induction of illness by a variety of means.

If we are concerned that a child may be suffering from fabricated or induced illness we will follow the established procedures of the Hampshire Safeguarding Children Board.

**Mental Health**


http://www.youngminds.org.uk/

https://www.gov.uk/government/publications/the-mental-health-strategy-for-england

Form tutors and class teachers see their pupils day in, day out. They know them well and are well placed to spot changes in behaviour that might indicate an emerging problem with the mental health and emotional wellbeing of pupils.

The balance between the risk and protective factors are most likely to be disrupted when difficult events happen in pupils’ lives. These include:

- **loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

When concerns are identified, school staff will provide opportunities for the child to talk or receive support within the school environment. Parents will be informed of the concerns and a shared way to support the child will be discussed.

Where the needs require additional professional support referrals will be made to the appropriate team or service with the parent’s agreement (or child’s if they are competent as per Fraser guidelines).
Part 3 – Other safeguarding issues impacting pupils

Bullying

http://4lscb.proceduresonline.com/chapters/p_bullying.html
http://www3.hants.gov.uk/childrens-services/childrenandyoungpeople/bullying.htm

The school works to a separate ‘positive behaviour and no bullying policy’ that can be found at on the school website:

Logs of bullying incidents are kept to detect any patterns or particular concerns around safeguarding. These are reviewed regularly.

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person’s real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as ‘Hate Crime’ the offender doesn’t have to go as far as being motivated by ‘hate’, they only have to exhibit ‘hostility’.

This is covered in more detail in the school’s ‘positive behaviour and no bullying policy’ that can be found at on the school website:

Drugs and substance misuse

https://www.gov.uk/government/publications/drugs-advice-for-schools

The school works to a separate anti-drugs policy (see Health policy and Annex A).

Faith Abuse

http://4lscb.proceduresonline.com/chapters/p_ca_religion.html

The number of known cases of child abuse linked to accusations of “possession” or “witchcraft” is small, but children involved can suffer damage to their physical and mental health, their capacity to learn, their ability to form relationships and to their self-esteem. Such abuse generally occurs when a carer views a child as being “different”, attributes this difference to the child being “possessed” or involved in “witchcraft” and attempts to exorcise him or her.
A child could be viewed as “different” for a variety of reasons such as, disobedience; independence; bed-wetting; nightmares; illness; or disability. There is often a weak bond of attachment between the carer and the child. There are various social reasons that make a child more vulnerable to an accusation of “possession” or “witchcraft”. These include family stress and/or a change in the family structure.

The attempt to “exorcise” may involve severe beating, burning, starvation, cutting or stabbing and isolation, and usually occurs in the household where the child lives.

If the school become aware of a child who is being abused in this context, the DSL will follow the normal referral route in to Children’s Social Care.

Gangs and Youth Violence

http://4lsbc.proceduresonline.com/chapters/p_safeg_gang_activity.html

The vast majority of young people will not be affected by serious violence or gangs. However, where these problems do occur, even at low levels there will almost certainly be a significant impact.

As a school we have a duty and a responsibility to protect our pupils. It is also well established that success in learning is one of the most powerful indicators in the prevention of youth crime. Dealing with violence also helps attainment. While pupils generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any education.

Primary or Prep School establishments are increasingly recognised as places where early warning signs that younger children may be at risk of getting involved in gangs can be spotted. Crucial preventive work can be done within school to prevent negative behaviour from escalating and becoming entrenched.

As a school we will:

• develop skills and knowledge to resolve conflict as part of the curriculum;
• challenge aggressive behaviour in ways that prevent the recurrence of such behaviour;
• understand risks for specific groups, including those that are gender-based, and target interventions;
• safeguard, and specifically organise child protection, when needed;
• make referrals to appropriate external agencies;
• carefully manage individual transitions between educational establishments, especially into Pupil Referral Units (PRUs) or alternative provision; and
• work with local partners to prevent anti-social behaviour or crime

Private fostering


Private fostering is an arrangement by a child’s parents for their child (under 16 or 18 if disabled) to be cared for by another adult who is not closely related and is not a legal guardian with parental responsibility for 28 days or more.
It is not private fostering if the carer is a close relative to the child such as grandparent, brother, sister, uncle or aunt.

The Law requires that the carers and parents must notify the children’s services department of any private fostering arrangement.

If the school becomes aware that a pupil is being privately fostered we will inform the children’s services department and inform both the parents and carers that we have done so.

**Parenting**

All parents will struggle with the behaviour of their child(ren) at some point. This does not make them poor parents or generate safeguarding concerns. Rather it makes them human and provides them with opportunities to learn and develop new skills and approaches to deal with their child(ren).

Some children have medical conditions and/or needs e.g. Tourette’s, some autistic linked conditions, ADHD; that have a direct impact on behaviour and can cause challenges for parents in dealing with behaviours. This does not highlight poor parenting either.

Parenting becomes a safeguarding concern when the repeated lack of supervision, boundaries, basic care or medical treatment places the child(ren) in situations of risk or harm.

In situations where parents struggle with tasks such as setting boundaries and providing appropriate supervision, timely interventions can make drastic changes to the wellbeing and life experiences of the child(ren) without the requirement for a social work assessment or plan being in place.

As a school we will support parents in understanding the parenting role and provide them with strategies to make a difference by:

- providing opportunities to be informed on the school safeguarding procedures and measures in place
- offering family consultations with a view to considering flexi boarding to install routine and supervision for the pupil and respite for the family
- organising parent information evenings to ease the impact of moving between transitional year groups
- linking to web based parenting resources for social media and online safety
- discussing the issue with the parent and supporting them in making their own plans of how to respond differently (using individual enrichment programmes)
- Contributing to inter-agency working groups with specific cases

**Part 4 – Safeguarding processes**

**Educating Children About Safeguarding**

We raise the awareness of children and equip them with the skills and knowledge needed to keep safe by including opportunities through the PSHCE curriculum for children to develop the skills they need to recognise and stay safe from abuse. We also ensure that children know that there are adults in the school whom they can approach if they have a concern. Welfare and Safeguarding is an integral part of the PSHCE programme, which also includes educating children about cyberbullying.
Children in Need of Additional Support

The School will support pupils who have suffered abuse or who are otherwise vulnerable (for example, children living away from home), where appropriate, in accordance with their agreed child protection/care plan by:

- Maintaining close communication between the School/Centre and allocated Social Worker and ensuring that the Social Worker will be informed of any issue that gives cause for concern.
- Providing sufficient resources and time with regards to safeguarding and releasing staff in order that they can participate in safeguarding/child protection processes, core groups and meetings (especially child protection conferences and child in need meetings).
- Closely monitoring any child subject to a child protection plan, or otherwise believed to be at risk of harm.
- Completing activities as required in accordance with a child protection/care plan.
- Ensuring that the attendance of any child subject to a child protection plan, or otherwise believed to be at risk of harm, is closely monitored.
- Ensuring that where there are concerns about the absence from school of a child for whom there are child protection concerns, the identified staff will bring the absence to the immediate attention of the Access and Inclusion Service. In these circumstances, a Local Authority School Attendance Officer will prioritise a visit to the child’s home. Where the child is an open case to Children’s Services Social Care, they should also be notified.
- Notifying the Fostering Duty Desk when children come to our attention as being cared for in ‘private fostering arrangements’ in accordance with LSCB Inter agency Safeguarding Policy on Private Fostering (2007).
- Making the Designated Lead responsible for arrangements to ensure that a copy of each child protection file (where one exists) is securely transferred in a timely fashion to the Designated Lead at the receiving school when a pupil transfers. This file will be transferred separately from the main pupil record and a written acknowledgement of receipt will be obtained. The original file is retained by this school. In the Nursery, information from each child’s file is shared with the appropriate bodies and a copy is sent to a child’s school once they are old enough to attend if this is deemed appropriate (originals are retained securely).
- Ensuring that, where a child has an allocated Social Worker, they are informed of any change in that child’s circumstances.
- Including specific training to understand the particular safeguarding risks of looked after children during bi-annual school-based safeguarding training.

Safeguarding vs Support

Staff should be aware of the differences between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children’s Social Care immediately; the latter should lead to inter-agency assessment using local processes (see above), including use of the “Common Assessment Framework (CAF)” and “Team around the Child” (TAC) approaches. In which case, please refer to the school DSL.
Safer Recruitment

The school operates a separate safer recruitment process as part of the school’s Recruitment Policy.
On all recruitment panels there is at least one member who has undertaken safer recruitment training.
The process checks the identity, criminal record (enhanced DBS), mental and physical capacity, right to work in the U.K., professional qualification and seeks confirmation of the applicant’s experience and history through references.

Staff Induction and Training

The DSL or one of the safeguarding officers will provide all new staff with induction to enable them to both fulfil their role and also to understand the identity of the DSL, the whistleblowing policy, be given copies of the Safeguarding Policy, the staff Handbook, Behaviour Policy/Code of Conduct, part one of Keeping Children Safe in Education 2016, What to do if you are worried a child is being abused (March 2015) and be given the credit card size reminder.
This induction may be covered within the annual training if this falls at the same time; otherwise it will be carried out separately during the initial starting period.

The Designated Safeguarding Lead will receive Multi-Agency Child Protection update training every two years and will attend a Prevent Duty Training session. The latest training for all of the Safeguarding Officers at the setting is outlined below:

Barabarani Advanced Safeguarding Multi Agency training level 2 and 3

Melissa Chessum and Peggy Margrave received training June 2016
Hilary Marsden and Simon Jeacock received training November 2015
Richard Austen received his training in September 2016

All Staff are trained in the ‘Educare’ Online Child Protection in Education training every three years.

The latest child protection and safeguarding training for the whole school staff was in March 2017 with top-up training throughout the year as necessary.

A further session, for new staff and staff unable to attend the previous session, is held each January and September or whenever new staff are appointed. All staff have read – and on induction are given a copy of and sign to say they have read – Keeping Children Safe in Education (2016) – part 1.

The DSL or Safeguarding officers meet with all supply teachers and temporary staff prior to them starting work at the school and runs them through our safeguarding procedures. All supply teachers are made aware of our safeguarding policy and are required to read it before starting work.
Health and Safety

http://www.hse.gov.uk/services/education/

The site, the equipment and the activities carried out as part of the curriculum are all required to comply with the Health and Safety at Work act 1974 and regulations made under the act.

All risks are required to be assessed and recorded plans of how to manage the risk are in place. The plans should always take a common sense and proportionate approach to allow activities to be safe rather than preventing them from taking place. The school has a Health and Safety policy which details the actions we take.

Site Security

www.gov.uk/government/publications/school-security

We aim to provide a secure site, but recognise that the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules which govern it. These are:

• Doors are kept closed to prevent intrusion
• Visitors and volunteers enter at the reception and must sign in.
• Visitors and volunteers are identified by wearing School ID
• Children are only allowed home during the school day with adults/carers with parental responsibility or permission being given.
• All children leaving or returning during the school day have to sign out and in.
• Empty classrooms have windows closed

Off site visits

http://oeapng.info/evc/

Please refer to the school’s Trips policy saved within the Health and Safety Policy:

A particular strand of health and safety is looking at risks when undertaking off site visits. Some activities, especially those happening away from the school and residential visits, can involve higher levels of risk. If these are annual or infrequent activities, a review of an existing assessment may be all that is needed. If it is a new activity, a visit involving adventure activities, residential, overseas or an ‘Open Country’ visit, a specific assessment of significant risks must be carried out.

First Aid


There is a separate First Aid policy.

Physical Intervention (use of reasonable force)

guidelines for the use of restrictive physical intervention in Hampshire maintained schools

Taking and the use and storage of images
https://ico.org.uk/for-the-public/schools/photos

As a school we will seek consent from the parent of a pupil and from teachers and other adults before taking and publishing photographs or videos that contain images that are sufficiently detailed to identify the individual in school publications, printed media or on electronic publications.

We will not seek consent for photos where you would not be able to identify the individual.

Please refer to the school data protection policy for further information:

Transporting pupils
http://documents.hants.gov.uk/education/LADOsafeguardingchildrenineducation2014templateletterforparent.doc

Please refer to the Transport Policy guidelines, saved within the Health and Safety Policy

On occasions parents and volunteers support with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.)

In managing these arrangements the school will put in place measures to ensure the safety and welfare of young people carried in parents’ and volunteers’ cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents'/volunteers' cars are used on school activities the school will notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

All parents/volunteers are therefore asked to complete and return the form attached as annex 5 to the school before they offer to use their car to help with transporting pupils.

Disqualification under the childcare act

The childcare act of 2006 was put in place to prevent adults who have been cautioned or convicted of a number of specific offences from working within childcare.

Staff (meaning individuals employed by the school or local authority, those undertaking training in schools (both salaried and unsalaried), casual workers and volunteers) are covered by this legislation in the following circumstances:

• they are employed and/or provide early years childcare (this covers the age range from birth until 1 September following a child’s fifth birthday, i.e. up to and including reception age). This includes education in nursery and reception classes (e.g. teachers and support staff in a reception class) and/or any supervised activity (such as breakfast clubs, lunchtime supervision and after school care provided by the school) both during and outside of school hours for children in the early years age range; and
• they work in childcare provided by the school outside of school hours for children who are above reception age but who have not attained the age of 8. This includes before school settings, such as breakfast clubs, after school provision and holiday clubs. It does NOT include education or supervised activity for children above reception age during school hours including extended school hours for co-curricular learning activities, such as the school’s choir or sports teams.

The legislation also applies to any staff directly concerned in the management of such early or later years’ provision.

In 2009 additional regulations were made to include those living in the same household as another person who is (or would be) disqualified under the Act.

As a school we require all staff who may be impacted by this piece of legislation to complete a self declaration form and to inform the Headmistress immediately if they become aware of any changes to their circumstances that would require us to be aware.

If a member of staff is impacted by the disqualification by association provisions we will ask them to apply for a waiver from Ofsted and put in place appropriate risk management plans while the waiver is being processed.

If a waiver is not granted we will seek advice from our HR provider and/or the LADO as to how risk is most effectively managed.

This policy has been written in accordance with the DfE guidance document ‘Keeping Children Safe in Education ( Sept 2016)’, ‘Working Together to Safeguard Children 2015’; Section 157 of the Education Act 2002 ; the Counter Terrorism and Security Act (2015) and The Prevent Duty (DfE, 2015). The School also follows the advice and procedures of the Hampshire Local Safeguarding Children Board. This policy is reviewed and updated at least annually in line with DfE, HSCB, HCC and other relevant guidance. In the intervening period, any deficiencies identified in the policy and/or procedure will be rectified immediately.

Related Policies
The following school Policies, each of which is available on the School’s website, either form part of, or are referred to, in this Safeguarding Policy:
Positive Behaviour and No Bullying Policy
Drugs and Alcohol Policy
E-safety Policy
Whistleblowing Policy
Supervision Policy (including Missing Child and Uncollected Child Policy)
Data Protection Policy (Taking, Using & Storing Images of Children)
Recruitment Policy

Medical policies:
• Medicine Administration Policy
• General Medical Policies
• First Aid Policy
• Asthma Policy
• Medical Care Planning and Risk Assessment Policy

References:

Legal context
Section 157 (independent schools and academies) of the education act 2002.
Children act 2004 & 1989
Guidance
Milton Keynes safeguarding children board protocols and guidance and their procedures
Working together to safeguard children 2015
Keeping children safe in education 2016
Disqualification under the childcare act 2006 (2015)

This policy has been drawn up with reference to the following:
Keeping Children Safe in Education. Statutory guidance for schools and colleges (currently September 2016).
Children and Families Act (2014)
Statutory Framework for the Early Years Foundation Stage (EYFS) (2014)
Schedule 10 of the Equality Act (2010)
SEN and Disability Code of Practice, 0-24 years (January 2015)
Safeguarding Our Children - 4LSCB Procedures (2007)
http://www.4lscb.org.uk/documents/4lscbproceduresupdated220708.pdf
What to do if you are Worried a Child is Being Abused (2015)
http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresultsandft=%2bcchild+%2ba buseandpn=1andsb=6andppp=1andShowHide=4andArea=1

Annual review
As a school, we review this policy at least annually in line with DfE, MKCSB and MKCC, BCSB and other relevant statutory guidance.

This policy was fully reviewed in November 2017 and approved by Sir Mike Tomlinson, the nominated safeguarding member of the GEMS Governing Body, on 31 August 2016,

It will be reviewed by governors on an annual basis in consultation with the DSL & Safeguarding Officers. The next policy review will take place in November 2018.

If you think a child might be in danger, contact as soon as possible:
Milton Keynes Children's Social Care referral Team on 01908 253169 or 01908 253170
Buckinghamshire Children's Social Care referral Team on 01296382070
You do not need to know everything about the child or young person and what is happening before contacting them.
Buckinghamshire MASH For concerns regarding children, contact the First Response Team on 0845 460 0001 or email cypfirstresponse@buckscc.gov.uk

IN AN EMERGENCY CONTACT THE POLICE BY DIALLING 999

For general enquiries please phone: 101

Local Safeguarding Children Board contact details and advice Multi-Agency Referral Hub (MASH) on 01908 253169/253170

Safeguarding Children Board Chair: Jane Held

Milton Keynes Safeguarding Children Board Manager: Helen Craddock 01908 254355

Milton Keynes Safeguarding Children Board Administrator: Lesley Mellor 01908 254373

OFSTED
Piccadilly Gate, Store Street, Manchester. M1 2WD 0300 123 3155 whistleblowing@ofsted.gov.uk

Disclosure and Barring Service
PO Box 110, Liverpool, L69 3JD Telephone: 0870 90 90 811

The local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Related Policies
The following Policies, each of which is available on the School's website or on request
- Positive Behaviour – No bullying policy Management Policy
- Drugs and Alcohol Policy
- Whistleblowing Policy
- Supervision and afterschool care
- Recruitment Policy

Medical policies: - Medicine Administration Policy - First Aid Policy - All of these medical policies (above) have an EYFS version.

Annexes
Flowchart for child protection procedures

DSL – Designated safeguarding lead
MASH – Multi agency safeguarding hub
CRT – Children’s reception team
CP – Child protection

**Child**

- Consistent explanation or minor accident
  - Keep accurate records and all original handwritten notes

- Physical injury, neglect or emotional abuse
  - Record the date, time, observations, what was said, who was present. Use skin map to record visible injuries. NB. This is recorded by the first person the child speaks to as soon as possible after the event and within 24 hours after the event

- Disclosure or allegation of sexual abuse
  - Give reassurance, avoid leading questions and do not promise confidentiality

- Allegation against staff member

In an emergency call for medical assistance

Referring to the DSL as soon as practical on the same day as the allegation

- If the DSL isn’t available then contact the deputy DSL...name

- If the DSL isn’t the Headmistress then inform them. If allegation is concerning the Headmistress then inform LADO on 01908 254300/ Bucks on 01296 382070

The DSL will make a judgement about the situation and either:

- Work with the family through the early help process
- Contact CRT on 01908 253169. Discuss the situation, await advice, Follow up with inter-agency referral form within 24 hours
- Monitor the situation

DSL informs LADO and between them agree who will inform the nominated governor on the same day of the allegation

CRT will refer to MASH if it is felt to be CP. MASH will make the judgement and communicate with the school

- DSL to inform those that need to know in the school including the Headmistress
- Prepare a confidential file and keep accurate records
- Receive feedback from MASH and work with the social worker if the case is allocated for assessment.
## Record of Concern form

<table>
<thead>
<tr>
<th>Child's name:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date and time</td>
<td>D.o.B</td>
</tr>
<tr>
<td>Name and role of person raising concern:</td>
<td></td>
</tr>
</tbody>
</table>

### Details of concern (where? when? what? who? behaviours? use child’s words)

<table>
<thead>
<tr>
<th>Actions taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Designation:</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Copied</td>
<td></td>
</tr>
</tbody>
</table>
Annex 3

Intimate care

Early Years
(for further information please see the School’s EYFS Daily Routines and Care Policy:

Early Years practitioners are committed to providing personal care for the children that has been recognised as an assessed need, (such as applying sunscreen, ensuring personal hygiene, washing hands and face, assisting with toileting and nappy changing, cleaning a child after a toileting accident, attending to any medical needs etc) Intimate personal care includes hands-on physical care in personal hygiene and having physical presence or observation during such activities. Practitioners ensure that they:

• maintain the dignity of the individual child.
• are sensitive to their needs and preferences.
• maximise safety and comfort.
• protect against intrusion and abuse.
• respect the child’s right to give or withdraw their consent.
• encourage the child to care for themselves as much as they are able dependent on age and protect the rights of everyone involved.

Guidelines for good practice adapted from the Chailey Heritage centre

1. Treat every child with dignity and respect and ensure privacy appropriate to the child’s age and the situation. Privacy is an important issue. Much intimate care is carried out by one staff member alone with one child. The LSCB believes this practice should be actively supported unless the task requires two people. Having people working alone does increase the opportunity for possible abuse. However, this is balanced by the loss of privacy and lack of trust implied if two people have to be present - quite apart from the practical difficulties. It should also be noted that the presence of two people does not guarantee the safety of the child or young person - organised abuse by several perpetrators can, and does, take place. Therefore, staff should be supported in carrying out the intimate care of children alone unless the task requires the presence of two people. The LSCB recognise that there are partner agencies that recommend two carers in specific circumstances. Where possible, the member of staff carrying out intimate care should be someone chosen by the child or young person. For older children it is preferable if the member of staff is the same gender as the young person.

However, this is not always possible in practice. Agencies should consider the implications of using a single named member of staff for intimate care or a rota system in terms of risks of abuse.
2. Involve the child as far as possible in his or her own intimate care. Try to avoid doing things for a child that s/he can do alone, and if a child is able to help ensure that s/he is given the chance to do so. This is as important for tasks such as removing underclothes as it is for washing the private parts of a child’s body. Support children in doing all that they can themselves. If a child is fully dependent on you, talk with her or him about what you are doing and give choices where possible.

3. Be responsive to a child’s reactions. It is appropriate to “check” your practice by asking the child - particularly a child you have not previously cared for - “Is it OK to do it this way?”; “Can you wash there?; “How does mummy do that?”. If a child expresses dislike of a certain person carrying out her or his intimate care, try and find out why. Conversely, if a child has a “grudge” against you or dislikes you for some reason, ensure your line manager is aware of this.

4. Make sure practice in intimate care is as consistent as possible. Line managers have a responsibility for ensuring their staff have a consistent approach. This does not mean that everyone has to do things in an identical fashion, but it is important that approaches to intimate care are not markedly different between individuals. For example, do you use a flannel to wash a child’s private parts rather than bare hands? Do you pull back a child’s foreskin as part of daily washing? Is care during menstruation consistent across different staff?

5. Never do something unless you know how to do it. If you are not sure how to do something, ask. If you need to be shown more than once, ask again. Certain intimate care or treatment procedures, such as rectal examinations, must only be carried out by nursing or medical staff. Other procedures, such as giving rectal valium, suppositories or intermittent catheterisation, must only be carried out by staff who have been formally trained and assessed as competent.

6. If you are concerned that during the intimate care of a child:
   • You accidentally hurt the child;
   • The child seems sore or unusually tender in the genital area;
   • The child appears to be sexually aroused by your actions;
   • The child misunderstands or misinterprets something;
   • The child has a very emotional reaction without apparent cause (sudden crying or shouting).

   Report any such incident as soon as possible to another person working with you and make a brief written note of it. This is for two reasons: first, because some of these could be cause for concern, and secondly, because the child or another adult might possibly misconstrue something you have done.

7. Additionally, if you are a member of staff who has noticed that a child’s demeanour has changed directly following intimate care, e.g. sudden distress or withdrawal, this should be noted in writing and discussed with your designated person for child protection.
8. Encourage the child to have a positive image of her or his own body. Confident, assertive children who feel their body belongs to them are less vulnerable to abuse. As well as the basics like privacy, the approach you take to a child’s intimate care can convey lots of messages about what her or his body is “worth”. Your attitude to the child’s intimate care is important. As far as appropriate and keeping in mind the child’s age, routine care of a child should be enjoyable, relaxed and fun.

Intimate care is to some extent individually defined, and varies according to personal experience, cultural expectations and gender. The LSCB recognise that children who experience intimate care may be more vulnerable to abuse:

- Children with additional needs are sometimes taught to do as they are told to a greater degree than other children. This can continue into later years. Children who are dependent or over-protected may have fewer opportunities to take decisions for themselves and may have limited choices. The child may come to believe they are passive and powerless
- Increased numbers of adult carers may increase the vulnerability of the child, either by increasing the possibility of a carer harming them, or by adding to their sense of lack of attachment to a trusted adult
- Physical dependency in basic core needs, for example toileting, bathing, dressing, may increase the accessibility and opportunity for some carers to exploit being alone with and justify touching the child inappropriately
- Repeated “invasion” of body space for physical or medical care may result in the child feeling ownership of their bodies has been taken from them
- Children with additional needs can be isolated from knowledge and information about alternative sources of care and residence. This means, for example, that a child who is physically dependent on daily care may be more reluctant to disclose abuse, since they fear the loss of these needs being met. Their fear may also include who might replace their abusive care
The Local Authority named person for advice and to forward referrals to is:
Marie Denny, Head of Delivery - Setting and School Sufficiency and Access
marie.denny@milton-keynes.gov.uk  Telephone: 01908 258035

Milton Keynes Council
Child Missing Education Report and Action Log
Contact the Local Authority without delay if you have child protection concerns

<table>
<thead>
<tr>
<th>CHILD</th>
<th>FAMILY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils name</td>
<td>Parent(s)/carer(s) name</td>
</tr>
<tr>
<td>Date of birth</td>
<td>Last known home address</td>
</tr>
<tr>
<td>Sex</td>
<td>Contact numbers</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Sibling details</td>
</tr>
</tbody>
</table>

Actions to be completed by the school

<table>
<thead>
<tr>
<th>Date and Name</th>
<th>Actions to be completed by the school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have all contact numbers been telephoned?</td>
</tr>
<tr>
<td></td>
<td>Have enquiries be made with friends of the pupil and family?</td>
</tr>
<tr>
<td></td>
<td>Have enquiries been made at schools attended by any siblings?</td>
</tr>
<tr>
<td></td>
<td>Has a visit to the home address been made?</td>
</tr>
<tr>
<td></td>
<td>Is there any further information on probable whereabouts of the pupil?</td>
</tr>
<tr>
<td></td>
<td><em>This box will expand – please provide as much information as possible.</em></td>
</tr>
</tbody>
</table>

Actions to be completed by the Local Authority

<table>
<thead>
<tr>
<th>Date and Name</th>
<th>Actions to be completed by the Local Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Check for application for a new school place</td>
</tr>
<tr>
<td></td>
<td>Check with partners</td>
</tr>
<tr>
<td></td>
<td>Housing/Council Tax</td>
</tr>
<tr>
<td></td>
<td>Health</td>
</tr>
<tr>
<td></td>
<td>Other (specify)</td>
</tr>
<tr>
<td></td>
<td>Check with any relevant other Local Authorities</td>
</tr>
</tbody>
</table>

A) TRACE

Advising school

<table>
<thead>
<tr>
<th>Date and Name</th>
<th>Advising school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Support arrangements for return to school</td>
</tr>
<tr>
<td></td>
<td>Support parents or carers apply for a new school place</td>
</tr>
</tbody>
</table>

Either

Referral to Children and Families Referral Hub considered

B) NO TRACE

Referral to Children and Families Referral Hub (mandatory)*

Advising school in writing to remove pupil from roll

Advise school to upload Common Transfer File (CTF) on S2S

Update ONE as ‘Child Missing Education’

Or for a student in Aylesbury or Bucks contact 01296 382835 or childrenmissingeducation@buckscc.gov.uk
Transporting of pupils by parents

Dear Parent / Volunteer

On occasions parents and volunteers are kind enough to help with the task of transporting children to visits and off-site activities arranged by the school. (This is in addition to any informal arrangements made directly between parents for after school clubs etc.) The school is very grateful for this help. In managing these arrangements the school would like to put in place sensible measures to ensure the safety and welfare of young people carried in parents and volunteers cars. This is based on guidance from the local authority and follows similar procedures for school staff using their cars on school business.

Where parents/volunteers cars are used on school activities the Headmistress should notify parents/volunteers of their responsibilities for the safety of pupils, to maintain suitable insurance cover and to ensure their vehicle is roadworthy.

The or Party Leader will need to consider the suitability of parents or volunteers to carry young people in their car and whether vetting is necessary. It is advisable that parents or volunteers are not put in a position where they are alone with a young person.

All parents are therefore asked to complete and return the attached form to the school before they offer to use their car to help with transporting pupils.

This form will only need to be completed once for each driver. However, please inform the school if your circumstances change and you can no longer comply with these arrangements.

Many thanks, once again, to all parents and volunteers who have been able to help with the provision of transport. Naturally our primary concern is the safety and welfare of pupils. However, we also want to maintain a wide range of opportunities for young people to participate in off-site activities and visits.

Signed

Head Teacher
DECLARATION FORM

Safeguarding statement
At this school, we strongly recognise the need for vigilant awareness of safeguarding issues. It is important that all staff have appropriate training and induction so that they understand their roles and responsibilities and are confident about carrying them out. Staff, pupils, parents and governors should feel secure that they could raise any issues or concerns about the safety or welfare of children and know that they will be listened to and taken seriously. This will be achieved by maintaining an ethos of safeguarding and promoting the welfare of children and young people and protecting staff. This is supported by clear behaviour, anti-bullying and child protection policies, appropriate induction and training, briefing and discussion of relevant issues and relevant learning in line with current legislation and guidelines.

The school may require parents or volunteers who have regular unsupervised access to young people to be checked through arrangements with the Disclosure and Barring Service.

All drivers must:
- Hold a valid driving licence for the type of vehicle being driven
- Be fit to drive
- Have no medical condition which affects their ability to drive
- Have a valid MOT for any vehicle older than 3 years old
- Ensure that any vehicle is roadworthy, including brakes, lights, tyres, bodywork, wipers, mirrors etc.
- Ensure that any vehicle used has current road tax
- Ensure that they adhere to the appropriate speed limit
- Ensure that all seat belts are working and worn by everybody in the vehicle

Insurance:
- Maintain valid insurance, as a minimum, for third part liability
- Check with their insurance company and inform them that the driver occasionally conveys children on school activities. (This is unlikely to affect the cost of your insurance premium.)

Safety:
- Be familiar with, and drive in accordance with, the Highway Code at all times
- Drive safely and observe the speed limit
- Before driving not to consume alcohol or drugs which may impair driving
- Ensure that all passengers wear seat belts as appropriate
- Use child proof locks on rear doors where necessary
- Child seats such as booster seats are to be used at all times according to the height and age of each child in the vehicle

I have read and understood the above requirements and agree to comply with them. I agree to inform the school if circumstances change and I can no longer comply with these arrangements.

Signature: __________________________ Date: _________________ Name (Please print): __________________________
Number of seats in vehicle: __________________________
STAFF CODE OF CONDUCT

All staff are subject to a Code of Conduct and are responsible for ensuring that they are behaving appropriately. Staff have a duty to minimise the risk of a child protection incident by following the Code of Conduct.

In particular:

- Male members of staff should not go into any of the areas which are private to the girls, without a female member of staff present. This is to protect both the pupils and the members of staff and to give girls privacy within their own areas.
- Female members of staff should not go into any of the areas which are private to the boys, without a male member of staff present. This is to protect both the pupils and the members of staff and to give boys the privacy within their own areas.
- A teacher can never take the place of a parent in providing physical comfort, and should be wary of any demonstration of affection. In the case of young children it is recognised that an upset child may need a small amount of physical comfort from his/her teacher – in such cases, staff should ensure that this does not happen out of sight of other teachers/children.
- Where sporting procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided.
- During one-to-one music or learning support sessions, staff should be very cautious regarding physical contact or any behaviour which may be at risk of misinterpretation.
- The staff handbook details the school whistleblowing policy, which staff may use to raise serious concerns about persons responsible for the welfare and care of children.
- If immediate action needs to be taken to protect a child (e.g. in the case of fighting) and physical intervention proves necessary, it should involve the minimum of force required to prevent injury to persons and damage to property. A sole teacher is advised not to intervene unless absolutely necessary, but to raise the alarm and summon assistance. The Headmistress and Designated Senior Person should always be informed in such cases.
- Corporal punishment must never be used.
- Where teachers perform a pastoral, disciplinary, or tutorial task, or give individual tuition (e.g. a music lesson), this may involve them being in one-to-one situations. If this is the case, it is safer if these meetings take place within school time and in the vicinity of other teachers and/or pupils, although away from immediate earshot. If possible, doors should remain open (or have glass panels) and there should be an equivalent of a desk or small table width between pupil and teacher.
- Adults working with children in any context are in a position of significant trust and responsibility. It is the adult's responsibility to ensure their actions and relationship with any child are appropriate to and within the bounds of their role as an education professional. This includes ensuring their words and actions are such that they may not be misconstrued as otherwise. It is the adult's responsibility to ensure that appropriate, professional and positive relationships are maintained and carefully managed by them in respect of the children in their care.
- Staff/volunteers should never forward any inappropriate images which are received to any other member of staff or to any other person outside of School (even the Designated Senior Lead). Computers should be immediately closed down and the matter reported. Forwarding inappropriate material is a criminal offence and could lead to a charge of distributing inappropriate materials. Communication by phone or email with a pupil is strongly discouraged. Staff should not communicate with pupils by text, phone or email unless through the use of a school issued mobile phone or a school mail address. Where
this type of communication has taken place, for example, in the better discharge of pastoral care duties, the member of staff should inform their DSL of such contact. In the rare event of a pupil contacting a staff member other than via school email addresses, the staff member must report this to the DSL immediately.

- To ensure the safety and welfare of the children in our care, it is important that staff use technology in a responsible way. These are the protocols for the use of personal mobile phones, cameras and any personal image-recording device including ipads and tablets.
- Staff should not use personal mobile phone camera, or Image-recording facilities while in the presence of children on school premises or when on trips. School mobile phones will be provided for school trips and school camera to take photographs.
- In the case of a personal emergency, staff should use the school telephone or request special permission to keep their mobile with them to receive telephone calls or texts only.
- Photographs and recordings can only be transferred to and stored on a school computer before printing.
- All telephone contact with parents/carers must be made on the school telephone or a work mobile.
- Staff should not use social media websites (e.g. Facebook or Twitter) to ‘friend’ or ‘follow’ pupils. Staff should keep personal social media profiles set to the highest security and privacy settings.
- The personal use of social media by staff must not in any way compromise the principles reflected in this policy and the Data Protection policy. References to or images of the school, other staff or any pupil must not be used in this context. Any breach therein may constitute a serious disciplinary matter.
- Advice regarding promoting equality, and opportunity:
  - The former GTC statement of professional values and practice for teachers includes the statement that:
    - ‘Within [the legal] framework [teachers] place particular importance on promoting equality of opportunity – challenging stereotypes, opposing prejudice, and respecting individuals regardless of age, gender, disability, colour, race, ethnicity, class, religion, marital status or sexual orientations’. Any action in breach of legislation or these standards should trigger relevant disciplinary procedures. Furthermore, the school acknowledges this statement in relation to the due regard it also holds for the Teachers’ Standards (referenced on page 6 of KCSIE), which are also referenced in the GEMS Pay and Conditions policy and the draft appraisal policy.

It should be noted that, whilst a young person can consent to sexual activity once they reach the age of 16, the Sexual Offences Act 2003 makes it a criminal offence for a person to engage in any kind of sexual activity with a person under 18 where the adult is in a position of trust. This applies to employees and students even if they do not work together directly.
Advice regarding the PREVENT DUTY

Radicalisation is the process by which individuals come to support terrorism or violent extremism. Young people may express extremist ideas, be in possession of extremist literature or express extremist views. They may associate with known extremists or seek to recruit others to an extremist ideology. Concerns that a student’s behaviour indicates involvement with extremist ideas should be considered a safeguarding issue and reported as such. Under The Prevent Duty schools must:

- Assess local risk
- Identify pupils who may be at risk
- Ensure the DSL has attended local training on Prevent

What can make a young person susceptible to adopting extremist views and supporting violence?

The key conclusion from available evidence is that there is no single profile of a person likely to become involved in extremism, or single indicator of when a person might move to adopt violence in support of extremist ideas. However it does appear the decision by a young person to become involved in violent extremism:

- may begin with a search for answers to questions about identity, faith and belonging
- may be driven by the desire for ‘adventure’ and excitement
- may be driven by a desire to enhance the self-esteem of the individual and promote their ‘street-cred’
- is likely to involve identification with a charismatic individual and attraction to a group which can offer identity, social network and support
- is likely to be fuelled by a sense of grievance that can be triggered by personal experiences of racism or discrimination

There are a number of signs or behaviours that school may come across that may cause staff concern and which would require them to use their professional judgement to determine whether a response is needed. Staff will need to take into consideration how reliable or significant signs are and whether there are other factors or issues that could indicate vulnerability.

What school staff might see or hear about:

- Graffiti symbols, writing or art work promoting extremist messages or images
- Pupils accessing extremist material online, including through social networking sites
- Parental reports of changes in behaviour, friendship or actions and requests for assistance
- Partner schools, local authority services, and police reports of issues affecting pupils in other schools
- Pupils voicing opinions drawn from extremist ideologies and narratives
- Use of extremist or ‘hate’ terms to exclude others or incite violence

Managing Risks

Although there are very few instances of young people being exposed to violent extremist messages within schools, this is a risk of which schools need to be aware. Risks could arise from:
• harmful influences on pupils – for example from governors, staff, parents, external groups or other pupils
• inappropriate use of ICT systems
• external groups using school premises. Events in the local, national or international news

In the aftermath of an event or an incident schools may choose to undertake whole school, year group or class-based sessions to promote opportunities for informed discussion including:
• getting the facts clear – evidence versus rumour
• understanding motivations
• promoting human rights and legal protection – freedom of speech and due process to raise grievances

Advice to Teachers
The former GTC statement of professional values and practice for teachers includes the statement that:
‘Within [the legal ] framework [teachers] place particular importance on promoting equality of opportunity – challenging stereotypes, opposing prejudice, and respecting individuals regardless of age, gender, disability, colour, race, ethnicity, class, religion, marital status or sexual orientations’.

Any action in breach of legislation or these standards should trigger relevant disciplinary procedures. Furthermore, the school acknowledges this statement in relation to the due regard it also holds for the Teachers’ Standards (referenced on page 6 of KCSIE), which are also referenced to in the GEMS Pay and Conditions policy and the newly drafted appraisal policy.

Contact details for agency involvement, for support and advice about extremism:

Local police force 101 (the non-emergency)
DfE dedicated telephone helpline 020 7340 7264
DfE mail box counter-extremism@education.gsi.gov.uk.

Contact details of local agencies working to prevent extremism:

Sources of further information or advice (local and national) are available from the following links:
www.nspcc.org.uk
Annex 8

Record Keeping and pupil transfers

- Child Protection files are kept securely and separately from pupil files in the DSL’s office. Records of concerns are logged and a chronology of concerns, actions and outcomes are kept.
- The DSL sends out a letter to request any Child Protection files from a child’s previous school on admission to The Webber Independent School and this is sent separately from any requests for other information.
- The same arrangement applies when pupils transfer to another school. Copies of any Child Protection files must be forwarded to the designated school DSL within two weeks of the pupil leaving.
Skin map

Please circle location of injury/s. Notwithstanding the diagram below, staff should only view parts of the child’s body which are normally visible.

Name of Child: __________________________________________________________

Date of birth: ______________________ Date of recording: ___________________
Name of completer: ____________________________________________________

Any additional information
Dealing with disclosures

All staff should:

A member of staff who is approached by a child should listen positively and try to reassure them. They cannot promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

All staff should know who the DSL is and who to approach if the DSL is unavailable. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

Guiding principles, the seven R’s

Receive

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable

Reassure

- Reassure the pupil, but only so far as is honest and reliable
- Don’t make promises you may not be able to keep e.g. ‘I’ll stay with you’ or ‘everything will be alright now’ or ‘I’ll keep this confidential’
- Do reassure e.g. you could say: ‘I believe you’, ‘I am glad you came to me’, ‘I am sorry this has happened’, ‘We are going to do something together to get help’

Respond

- Respond to the pupil only as far as is necessary for you to establish whether or not you need to refer this matter, but do not interrogate for full details
- Do not ask ‘leading’ questions i.e. ‘did he touch your private parts?’ or ‘did she hurt you?’ Such questions may invalidate your evidence (and the child’s) in any later prosecution in court
- Do not criticise the alleged perpetrator; the pupil may care about him/her, and reconciliation may be possible
• Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and whom you have to talk to. Reassure the pupil that it will be a senior member of staff.

Report

• Share concerns with the designated safeguarding lead as soon as possible
• If you are not able to contact your designated safeguarding lead, and the child is at risk of immediate harm, contact the children’s services department directly
• If you are dissatisfied with the level of response you receive following your concerns, you should press for re-consideration

Record

• If possible make some very brief notes at the time, and write them up as soon as possible
• Keep your original notes on file
• Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual ‘pet’ words, record the actual words used, rather than translating them into ‘proper’ words
• Complete a body map to indicate the position of any noticeable bruising
• Record facts and observable things, rather than your ‘interpretations’ or ‘assumptions’

Remember

• Support the child: listen, reassure, and be available
• Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
• Try to get some support for yourself if you need it

Review (led by DSL)

• Has the action taken provided good outcomes for the child?
• Did the procedure work?
• Were any deficiencies or weaknesses are identified in the procedure? Have these been remedied?
• Is further training required?
What happens next?

It is important that concerns are followed up and it is everyone’s responsibility to ensure that they are. The member of staff should be informed by the DSL what has happened following the report being made. If they do not receive this information they should be proactive in seeking it out.

If they have concerns that the disclosure has not been acted upon appropriately they might inform the safeguarding governor of the school and/or may ultimately contact the children’s services department.

Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed procedure correctly and that their swift actions will enable the allegations to be handled appropriately.

In some cases additional counselling might be needed and they should be encouraged to recognise that disclosures can have an impact on their own emotions.

The School acknowledges that hearing about abuse can be upsetting. The following sources of support are available for staff in this situation:

Internal:
- DSL; safeguarding officers
- School Nurse or any members of SLT

Female Genital Mutilation (FGM)
Professionals (including teachers) have a duty under the Serious Crime Act (2015) to notify police if they become aware of an act of FGM having taken place. For further advice see annex 13. You may also contact the NSPCC FGM Helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk
Staff must contact the local police (101) to report FGM if the DSL or other SLT member is not available in school.
Managing allegations against other pupils

DfE guidance keeping children safe in education (2016) says that ‘governing bodies should ensure that there are procedures in place to handle allegations against other children’. The guidance also states the importance of minimising the risks of peer-on-peer abuse. In most instances, the conduct of students towards each other will be covered by the school’s behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse, sexting and sexual exploitation. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children’s best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation;
- There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy

1 Taken from The safeguarding implications of events leading to the closure of Stanbridge Earls School – A Serious Case Review (2015)
Policy:

At (The Webber Independent School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s behaviour policy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:-

- Providing a developmentally appropriate PSHCE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.

Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:-

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

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, indecent touching or serious sexual assaults
• Forcing others to watch pornography or take part in sexting

Sexual Exploitation
• Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
• Photographing or videoing other children performing indecent acts

Procedure:
• When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the designated safeguarding lead (DSL) should be informed
• A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances
• The DSL should contact the children’s reception team (CRT) to discuss the case
• The DSL will follow through the outcomes of the discussion and make a referral where appropriate
• If the allegation indicates that a potential criminal offence has taken place, CRT will refer the case to the multi-agency agency safeguarding hub where the police will become involved
• Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral
• The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils’ files
• It may be appropriate to exclude the pupil being complained about for a period of time according to the school’s behaviour policy and procedures
• 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
• In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan
• The plan should be monitored and a date set for a follow-up evaluation with everyone concerned
**Briefing sheet for temporary and supply staff**

For supply staff and those on short contracts in school

While working in School, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Melissa Chessum and can be contacted via email: m.chessum@wis.gemsedu.co.uk or telephone 07462710077

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don’t push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children’s social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, on the website:

**Remember, if you have a concern, discuss it with the relevant Deputy DSL and DSL.**
Annex 13

What is child abuse?

The following definitions are taken from *working together to safeguard children* HM Government (2015). In addition to these definitions, it should be understood that children can also be abused by honour based violence, forced marriage or female genital mutilation.

What is abuse and neglect?
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

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

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

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

Neglect
Neglect is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development.
Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

**Indicators of abuse**

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

**Children with SEN and Disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Adults should be aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- children with SEN and disabilities can be disproportionally impacted by things like bullying- without outwardly showing any signs;
- communication and difficulties in overcoming these possible barriers therein.

Therefore adults should take this into consideration at all times regarding these children and especially in consideration of suspected instances of welfare issues. Regular cross referencing and consultation with the school SEN co-ordinators and those who know the child best (form tutor/boarding staff/parents) is important as routine, in monitoring and caring for such children.

**Neglect**

**The nature of neglect**

Neglect is a lack of parental care but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

**Neglect can include parents or carers failing to:**

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.

NSPCC research has highlighted the following examples of the neglect of children under 12:
• frequently going hungry
• frequently having to go to school in dirty clothes
• regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
• being abandoned or deserted
• living at home in dangerous physical conditions
• not being taken to the doctor when ill
• not receiving dental care.

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 (what to do if your worried a child is being abused 2015) 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 designated person/child protection co-ordinator.

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 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
• Constant hunger and stealing food
• Poor personal hygiene - unkempt, dirty or smelly
• Underweight
• Dress unsuitable for weather
• Poor state of clothing
• Illness or injury untreated

Behavioural indicators of neglect
• Constant tiredness
• Frequent absence from school or lateness
• Missing medical appointments
• Isolated among peers
• Frequently unsupervised
• Stealing or scavenging, especially food
• Destructive tendencies
Emotional abuse

The nature of emotional abuse
Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. 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. Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behavior 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
• Delays in physical, mental and emotional development
• Poor school performance
• Speech disorders, particularly sudden disorders or changes.

Behaviour
• Acceptance of punishment which appears excessive
• Over-reaction to mistakes
• Continual self-deprecation (I’m stupid, ugly, worthless etc)
• Neurotic behaviour (such as rocking, 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
• Withdrawal from social interaction
• Over-compliant behaviour
• 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
- Low self-esteem
- Unusually fearful with adults
- Lack of concentration, restlessness, aimlessness
- Extremes of passivity or aggression

Physical abuse

The nature of physical abuse
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 and should therefore make us more alert to other concerning factors that may be present.

A body map (annex 9) can assist in the clear recording and reporting of physical abuse. The body map 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

- Multiple bruising or bruises and scratches (especially on the Head and face)
- 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
- Bruises on the back, chest, buttocks, or on the inside of the thighs
- 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
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, 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
- the injury is accompanied by allegations of abuse or assault
You should be 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
- admits to a punishment that appears excessive.

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, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Characteristics of child sexual abuse:
- it is often planned and systematic – people do not sexually abuse children by accident, though 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.

Most people who sexually abuse children are men, but some women sexually abuse too.

Indicators of sexual abuse

Physical observations
- 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

Behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly-compliant behaviour
• Acting out, aggressive behaviour
• Poor trust or fear concerning significant adults
• Regressive behaviour, Onset of wetting, by day or night; nightmares
• Onset of insecure, clinging behaviour
• Arriving early at school, leaving late, running away from home
• Suicide attempts, self-mutilation, self-disgust
• Suddenly drawing sexually explicit pictures
• Eating disorders or sudden loss of appetite or compulsive eating
• Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
• Become worried about clothing being removed
• Trying to be ‘ultra-good’ or perfect; overreacting to criticism.

Female Genital Mutilation (see Child Protection Policy re.referrals)

(FGM) is illegal in the UK. Cases of where FGM is reported to have taken place or concerns that it might take place should be treated as a safeguarding issue. Although most cases of FGM are thought to take places between the ages of 5 and 8 years, it should be recognised that FGM can occur at any time, for example on reaching adulthood or before marriage. From October 2015, professionals (including teachers) have a duty under the Serious Crime Act (2015) to notify police if they become aware of an act of FGM having taken place. For further advice contact the NSPCC FGM Helpline on 0800 028 3550 or email fgmhelp@nspcc.org.uk

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

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family’s country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in summer, in order for there to be sufficient time for her to recover before returning to her studies.

The short-term consequences following a girl undergoing FGM can include:
- severe pain
- emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends).
- haemorrhage.
- wound infections, including tetanus and blood-borne viruses (including HIV and Hepatitis B and C);
- urinary retention. - injury to adjacent tissues.
- fracture or dislocation as a result of restraint.

Staff must contact the local police (101) to report FGM if the DSL or other SMT member is not available in school.
(see Child Protection Policy re.referrals)
Brook sexual behaviours traffic light tool

Behaviours: age 0 to 5

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?
Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours
• holding or playing with own genitals
• attempting to touch or curiosity about other children's genitals
• attempting to touch or curiosity about breasts, bottoms or genitals of adults
• games e.g. mummies and daddies,
• doctors and nurses
• enjoying nakedness
• interest in body parts and what they do
• curiosity about the differences between boys and girls

What is an amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?
Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours
• preoccupation with adult sexual behaviour
• pulling other children’s pants down/skirts up/trousers down against their will
• talking about sex using adult slang
• preoccupation with touching the genitals of other people
• following others into toilets or changing rooms to look at them or touch them
• talking about sexual activities seen on TV/online

What is a red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?
Red behaviours indicate a need for immediate intervention and action.

Red behaviours
• persistently touching the genitals of other children
• persistent attempts to touch the genitals of adults
• simulation of sexual activity in play
• sexual behaviour between young children involving penetration with objects
• forcing other children to engage in sexual play

This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Behaviours: age 5 to 9 and 9 to 13

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?
Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What is an amber behaviour?
Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What is a red behaviour?
Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?
Green behaviours provide opportunities to give positive feedback and additional information.

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Red behaviours indicate a need for immediate intervention and action.

Green behaviours 5-9
- feeling and touching own genitals
- curiosity about other children’s genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

Green behaviours 9-13
- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peers

Amber behaviours 5-9
- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

Amber behaviours 9-13
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

Red behaviours 5-9
- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

Red behaviours 9-13
- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy
This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool for further information.

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Behaviours: age 13 to 17

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

What is a green behaviour?

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices.

What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

Green behaviours
- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

What is an amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

Amber behaviours
- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress,
- withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- taking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult-only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

What is a red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur.

What can you do?

Red behaviours indicate a need for immediate intervention and action.

Red behaviours
- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex
This is intended to be used as a guide only. Please refer to the guidance tool at https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool for further information.

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

Confidentiality & Information Sharing

The over-riding principle is that the welfare of the child is paramount. Privacy and confidentiality must be respected where possible, provided that doing so does not leave a child at risk of harm. It is the school’s responsibility to refer to Social Care when there are concerns about harm or potential harm to a child.

Staff and other adults who have a concern about a child have a responsibility to share the relevant information with the Designated Senior Lead and/or Safeguarding Officers, who may in turn share that information with other professionals. Sensitive information should be shared with the minimum number of people possible in order to properly investigate and resolve the concern.

Staff should not promise to keep secret information given to them by a child, but should explain that they will pass the information only to those who need to know and can help.

The following "golden rules" for information sharing are taken from Government guidance:

- Remember that the Data Protection Act is not a barrier to sharing information. It provides a framework to ensure that personal information about living persons is shared appropriately.
- Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice if you are in any doubt, without disclosing the identity of the person where possible.
- Do not discuss concerns with parents without first consulting the DSL.
- Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be overridden in the public interest. You will need to base your judgement on the facts of the case.
- Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.
- Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose. If you decide not to share, then record why.

Record Keeping

Child Protection files are kept securely and separately from pupil files in the DSL’s office. Records of concerns are logged and a chronology of concerns, actions and outcomes are kept.

The DSL sends out a letter to request any Child Protection files from a child’s previous school on admission to The Webber Independent School and this is sent separately from any requests for other information. The same arrangement applies when pupils transfer from
The Webber Independent School. Copies of any Child Protection files must be forwarded to the designated school DSL within two weeks of the pupil leaving The Webber Independent School.

Logs of bullying incidents are kept to detect any patterns or particular concerns around safeguarding. These are reviewed regularly.
References

Keeping Children Safe in Education. Statutory guidance for schools and colleges September 2016.

Children and Families Act (2014)  

Education (Independent School Standards) (England) Regulations (2014) and (January 2015)  
http://www.legislation.gov.uk/id/uksi/2014/3283


Statutory Framework for the Early Years Foundation Stage (EYFS) (2014)  

Schedule 10 of the Equality Act (2010)  

SEN and Disability Code of Practice, 0-24 years (January 2015)  


Safeguarding Our Children - 4LSCB Procedures (2007)  
http://www.4lscb.org.uk/documents/4lscbproceduresupdated220708.pdf

Guidance for Safer Working practices for Adults who Work with Children and Young People (2007)  
http://www.everychildmatters.gov.uk/resources-and-practice/IG00311/

What to do if you are Worried a Child is Being Abused (HM Govt. 2006)  
http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresultsandf%2bchild+%2ba buseandpn=1andsb=6andrpp=1andShowHide=4andArea=1