

Keble Preparatory School Safeguarding Policy



It could happen here

This Policy applies to the whole school, including the EYFS, and must be read in conjunction with the Guidance and Staff Safeguarding Code of Conduct Document.

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1. Statement of aims and purpose and definitions

Aims

We believe children have a fundamental right to feel safe and protected from any form of abuse, including all forms of peer abuse. At Keble School it is our stated aim to provide a secure caring environment, a curriculum that nurtures self-esteem, encourages independence and thus empowers children to take the steps required to protect themselves, including online, and our combined actions serve to actively promote the wellbeing, including the mental health, of pupils at all times.

Purpose

The primary objective is to create an environment where the promotion of pupil wellbeing and safeguarding are at the forefront of what we do. This policy and supporting documents serve to provide the framework for this commitment to ensure our aims are fully implemented in practice. This includes staff recognition of the types of harm and risks to children, the processes to be followed in reporting concerns and contact information with external agencies. We do so by acknowledging that there is a difference in need and approach for those children who have suffered or are likely to suffer significant harm and those who may be in need of support from a variety of different agencies. The former are in need of immediate referral whilst the latter may need a more considered approach, having gathered information from several sources over a more extended period of time before making a referral.

Definitions

'Safeguarding' is defined in Keeping Children Safe in Education (2020) as;

- protecting children from maltreatment;
- preventing impairment of children's mental health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care;
- taking action to enable all children to have the best outcomes.

'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

'Child' refers to everyone under the age of 18.

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

'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of the school.

2. Policy and guidance framework

This policy takes full account of the following legislation and statutory guidance:

- Keeping Children Safe in Education (KCSIE) (2020)
- Working Together to Safeguard Children (WTTSC) (2018)
- What to do if you are worried a child is being abused (2015)
- The Education Act (2002 and 2011)
- The Children Act (1989 and 2004)
- Disqualification under the Childcare Act (2006)
- Preventing and Tackling Bullying (2014)
- Early Years Foundation Stage Statutory Framework (2017) updated 2018
- Behaviour & Discipline in Schools (2014)
- The Prevent Duty (2015): Departmental Advice for schools and child-minders.
- The Use of Social Media for on-line radicalisation
- GDPR (2018)
- Data Protection Act (2018)
- Sexual violence and sexual harassment between children in schools (2018)
- Information sharing advice for practitioners providing safeguarding services (2018)
- Preventing youth violence and gang involvement
- Criminal exploitation of children and vulnerable adults: county lines (2018)
- Enfield Safeguarding Children Partnership Arrangements (2019)
- Teaching online safety in Schools (2019)
- Enfield Children's Services Threshold guidance (2018-2021)
- Guidance for Safer Working Practice for those working with children and young people in Education settings (May 2019)
- Guidance for Safer Working Practice for those working with children and young people in Education settings addendum (April 2020)

Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition, we have regard to non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak.

We continue to work closely with the Local Authority and the Enfield Safeguarding Children Partnership to safeguard children during this time.

Reference is made throughout this document to a range of other school policies that have common ground or links.

3. Enfield Safeguarding Children Partnership (formerly ESCB)

The school works in accordance with the Enfield Safeguarding Partner Arrangements (2019) which replaces the Enfield Safeguarding Children Board (ESCB). Under these procedures a distinction is drawn between child protection activity in respect of any pupil who has suffered or is likely to suffer significant harm and a pupil in need of early help.

The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements.

The school will work with social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm and ensure that children receive appropriate, coordinated Early Help.

The Enfield Safeguarding Children Partnership (ESCP) have designated that schools and colleges are a named 'relevant agency'. As such, the school is under a statutory duty to co-operate with published ESCP arrangements.

4. Important contacts

Designated Safeguarding Lead and Member of SLT

Scott Turner

Telephone: 02083603359

Email sturner@kebleprep.co.uk

Scott Turner can also be contacted via the Safeguarding button on the school portal

Acting Headteacher, Deputy DSL and SLT

Perran Gill

Telephone 02083603359

Email pgill@kebleprep.co.uk

Director of Digital Learning, Deputy DSL and SLT

Karen Fleming

Telephone 02083603359

Email kfleming@kebleprep.co.uk

frahman@kebleprep.co.uk

Head of EYFS, Deputy DSL and

Ferzana Rahman

Telephone 0208360335

Email

Safeguarding Governor

Justin Scott

Telephone 02083603359

Interim Chair of Governors

Christine Edmundson

Telephone 02083603359

Enfield MASH (Multi Agency Safeguarding Hub) for advice and referral	0208 379 5555
Enfield Children’s Social Care (Referral point)	0208 379 2507
Enfield Children’s Social Care (Out of hours)	0208 379 1000 (Select option 2)
Enfield DO (LADO)	0208 379 2850
Ofsted	0300 123 1231
ISI (Independent Schools Inspectorate)	0207 600 0100
NSPCC whistle-blowing line	0800 028 0285
Child-line	0800 1111
CAMHS (Child and Adolescent Mental Health Services)	0208 379 2000
PREVENT helpline	0207 340 7264

Details of contacts for other local authorities can be found in Appendix 2 (Flowchart for concerns about a child.)

If there is a safeguarding concern about the welfare of a child or young person, the referer should contact the MASH team (authority dependant) by telephone to seek advice and then should complete an Early Help Assessment Form (EHF) and email it to the MASH team.

Enfield referrals are fully digital and the links for the portal are:

Early Help- <https://eh.childrensportal.enfield.gov.uk/web/portal/pages/ehmref#h1>

Child Protection- <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/cpref#h1>

If there are no safeguarding concerns but a referral to another agency for early help support is needed we can refer to a number of agencies directly. Referral Forms for Professionals page on the Enfield council website gives upto date information on the ‘local offer’.

To help professionals to make decisions about when to make a referral please consult the Enfield Children’s Services Threshold Guidance (2018-2021). Also refer to the Information Sharing Protocol MASH or the Information Sharing Protocol MASH – Key Principles for advice and guidance on when we should and shouldn’t share information. Further information regarding information sharing can be found in Part 2 of KCSIE (2020).

5. Early Help

Early help is defined in WTTSC (Working Together To Safeguard Children) 2018 as “The means for providing support as soon as the problem emerges at any part in the child’s life, from the foundation years, through to the teenage years.” The school will seek to provide early help through in-school provision or through contact with children’s services. Where early

help and support is required, the school will consider contact with the local authority in accordance with Section 17 Children Act 1989 (children in need). In this case the school will contribute towards, or even instigate, a Common Assessment Form (CAF) or be part of the Team around the Child (TAC). In other cases referral to CAMHS may be the best approach and the school will provide any information necessary to facilitate the referral.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

It should be noted that these children are not necessarily subjects of abuse but they have physical, mental or educational needs that require support beyond that of the school.

Any child may benefit from early help, but we are particularly alert to the potential for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is frequently missing/goes missing from care or home
- is misusing drugs or alcohol themselves
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is at risk of modern slavery, trafficking or exploitation
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child

6. What is child abuse?

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

Child abuse is a term used to describe ways in which children are harmed, often by someone in a position of power. Somebody may abuse or neglect a child by inflicting harm, or failing to act to prevent harm. It is not the School's responsibility to investigate whether abuse is

occurring as this is the duty of children's services and/or the police, but schools are required to act on any concerns and report them to the appropriate parties.

School staff must be aware that abuse, neglect and wellbeing issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Safeguarding is "everyone's responsibility"

7. Types of abuse and harm

Where a child is suffering or likely to suffer significant harm the school is duty bound to report concerns to children's service. Harm may be as the result of omission (failure to meet health needs for example) or through commission (inflicting harm) or neglect. Children may be abused in a family or in an institutional or community setting by those known to them or by others, for example grooming through the internet.

The main categories of abuse as set out in national guidance are:

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

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

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.

Child sexual exploitation (CSE): Is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into **sexual activity** (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020.

Child Criminal Exploitation (CCE):

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any **criminal activity** (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 of KCSIE 2020) for more information), forced to shoplift or pickpocket, or to threaten other young people.

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

Other forms of harm: The school is also alert to other forms and sources of harm to a child and will take account of emerging issues in the local community. The following list is not exhaustive but highlights the range of harms that may affect children. Staff should always be sensitive to changes in pupil behavior and the links between types of harm, for example children missing education and sexual exploitation.

- Bullying including cyber-bullying
- Children missing from education
- Children missing from home or care
- Domestic violence
- Drug or alcohol abuse
- Fabricated or induced illness
- Faith-based abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender-based violence / violence against women and girls
- Hate crime
- Mental health issues
- Radicalisation (reference to 'prevent')
- Relationship abuse
- Sexting- Also known as 'youth produced sexual imagery'
- Trafficking and modern slavery
- So called 'Honour-based' abuse
- Serious violence
- Sexual violence or sexual harassment (including peer on peer abuse)

The school will always take account of the school population at any one time, any local issues and matters arising from national reviews. The Safeguarding concerns high on the agenda at present within Enfield and in the surrounding areas are:

- Knife Crime
- Gangs and youth violence
- County Lines and drugs

- Mental Health problems in young people

The careful monitoring of boys at Keble means that if such indicators of any form of abuse arise, for example

- Changes in behaviour
- Changes in circumstances at home
- Changes in appearance,
- Use of particular language

then staff would bring these concerns to the DSL and the appropriate local agencies would be contacted.

8. Children potentially at greater risk of harm

There are other familial issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2020) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system
- Children with family members in prison
- Children who are homeless
- Children who need a social worker

The school recognises that some children need a social worker due to abuse, neglect or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage.

The Designated Safeguarding Lead will hold information relating to social workers working with children in the school.

This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

The school recognises that it has a duty to refer any children who are living in a private fostering arrangement to the local authority

9. Recognising Abuse

The following is a guide to recognising abuse - it is not exhaustive and neither must you fall into the trap of thinking that every child is abused because they happen to fit into one of the criteria outlined.

It is important to recognise that another child or group of children can perpetrate abuse, as well as an adult of either gender.

An accumulation of factors may, as part of a comprehensive assessment, support a suspicion of abuse. It should also be borne in mind that those with SEN and/or disability and particularly vulnerable to all types of abuse including peer-on-peer abuse.

Some of the following signs might be general indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away;
- Children who shy away from being touched or flinch at sudden movements.

*Some of the following signs may be indicators of **physical abuse**:*

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones;
- Children with unexplained:
 - bruises or cuts;
 - burns or scalds;
 - bite marks.

*Some of the following signs may be indicators of **emotional abuse**:*

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
- Parents or carers blaming their problems on their child;
- Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

*Some of the following signs may be indicators of **sexual abuse**:*

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games;
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy.

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

Being secretive about who they are talking to and where they are going
Often returning home late or staying out all night
Sudden changes in their appearance and wearing more revealing clothes
Becoming involved in drugs or alcohol, particularly if you suspect they are being supplied by older men or women
Becoming emotionally volatile (mood swings are common in all young people, but more severe changes could indicate that something is wrong)
Using sexual language that you wouldn't expect them to know
Engaging less with their usual friends
Appearing controlled by their phone
Switching to a new screen when you come near the computer.

Less common behaviours and indicators of exploitation could include:

- Being associated with a gang
- Becoming estranged from family
- Regularly missing school
- Associating with older men and women, particularly if they go missing and are being defensive about where they are and what they're doing
- Possessing items such as phones or jewellery that you haven't given them but which they couldn't afford to buy themselves
- Having more than one, or a secret phone.

You should be aware of the following signs of CSE and abuse:

- They are regularly suffering from sexually transmitted infections
- They have unexplained physical injuries such as bruising
- Having mood swings or being emotionally volatile
- Self-harm or suicide attempts.

*Some of the following can be indicators of **child criminal exploitation**:*

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

*Some of the following signs may be indicators of **neglect**:*

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care;
- Parents who fail to seek medical treatment when their children are ill or are injured.

10. Peer on peer abuse

All staff are made aware that safeguarding issues can manifest themselves via peer on peer abuse. It is known that abuse can occur between children. Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

This can include (but is not limited to):

- bullying (including cyberbullying);
- sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting and initiating/hazing type violence and rituals.
- upskirting

The School has policies and procedures in place to minimise the risk of peer on peer abuse which include the Anti Bullying, Behaviour, ICT Acceptable Use, Online Safety and PSHE

policies (and curriculum). There is supervision of pupils when they are not in lessons and personal mobile devices must be handed in and stored in the School Office. Digital interaction on the school network and school devices are monitored. The school's PSHE curriculum, assemblies, and visiting speakers (such as the NSPCC) deliver messages of positive social interaction at all levels across the school. Small class sizes with designated class teachers and form tutors allow for good communication between pupils, staff and parents.

Where such concerns exist the DSL must be immediately informed. The DSL may, depending on the nature of the concern, seek the advice and guidance of children's social care and act on that advice. The school will treat both parties to such incidents as in need of help and support. It is crucial to note that peer on peer abuse must not be regarded as simple 'teasing', 'banter', 'having a laugh' or 'part of growing up'. Where there is reasonable cause to believe that the victim (or abuser) is suffering or likely to suffer significant harm this should be treated as a child protection concern and the appropriate safeguarding procedures followed.

Sexting

'Sexting' refers to any sharing of youth-produced sexual imagery between children. This includes

- A person under the age of 18 creating and sharing sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 sharing sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 being in possession of sexual imagery created by another person under the age of 18.

The school has a responsibility to educate children in the risks relating to 'sexting' and how to keep themselves safe online (this can be found in the school's digital/online/AUP policies). Any incidents or suspected incidents of 'sexting' should be reported to the DSL without delay.

Once reported to the DSL, the DSL will decide on the appropriate course of action. This could include;

- Confiscation of mobile phones in line with guidance 'Searching, Screening and Confiscation, (January 2018)
- Referrals to the police and/or MASH
- Sanctions in accordance with behaviour policy
- Support for young people involved to prevent reoccurrence

Any incidents of 'sexting' involving the following will result in a MASH and/or Police referral;

- Adult involvement
- Coercion or blackmail

- Children under the age of 13
- Extreme, or violent content
- Immediate risk of harm.

Staff will not view images or videos on pupil devices. Confiscated devices will be stored securely and passed to the relevant agencies. We will work with parents as necessary if their child is involved in 'sexting'. We operate a culture of safeguarding and young people should feel confident to disclose if they have sent an inappropriate image of themselves.

Where necessary, searching, screening and confiscation will be used to safeguard a child/children in the school. The school adheres to 'Searching, Screening and Confiscation: Advice for Schools (January 2018).

11. Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any** age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

Sexual harassment: When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting; It is important school staff (and especially Designated Safeguarding Leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped.
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

Upskirting: which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence.

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. If staff have a concern about a child or a child makes a report to them, they should follow the safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead (or a deputy) who will then liaise with the local authority, children's social care, the police and/or other agencies to seek advice.

Immediate actions include a risk and needs assessment that considers:

- the victim
- the alleged perpetrator
- all other children (any other members of the school community).

12. Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the Designated Safeguarding Lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

All staff are made aware that safeguarding incidents and/or behaviours can be associated with factors outside of the school or college and/or can occur between children outside these environments.

13. Anti-bullying

Bullying is defined as any situation where one person uses verbal, emotional, psychological or physical means to intentionally hurt another pupil

The governors and staff at Keble Prep make a commitment to all our pupils that:

- All allegations of bullying are taken seriously and dealt with sensitively
- All allegations are investigated and recorded
- All incidents are followed up with necessary support and action
- Bullying will be brought out into the open where appropriate, demonstrating that anti-social behaviour will not be tolerated.

The school's PSHE curriculum, assemblies, and visiting speakers (such as the NSPCC) deliver messages of positive social interaction at all levels across the school. Small class sizes with designated class teachers and form tutors allow for good communication between pupils, staff and parents.

Please see Anti-Bullying Policy for more detail.

14. Children Missing in Education (CME)

A child going missing in education will ring alarm bells with regard to all kinds of abuse and not just radicalisation. It could be to hide evidence of physical abuse amongst many other possibilities. To be vigilant the school will:

- Maintain and retain accurate registers for both admission and attendance.
- Take the attendance registers twice a day and records will be retained until the child reaches school leaving age.
- Pass onto the local authority the names and addresses for any boys who have unauthorized absence for extended periods. This will be in line with legal requirements.
- Make reasonable enquiries as to the whereabouts of a child missing from education at Keble Prep.
- Pass onto the local authority details of pupils who start or leave Keble Prep and do so within the expected timescales.

15. Anti-radicalisation and PREVENT

Radicalisation is defined in the Prevent Strategy as 'the process by which a person comes to support terrorism and forms of extremism leading to terrorism.' Extremism is defined in the Prevent Strategy as 'vocal or active opposition to Fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.' Children are vulnerable to extremist ideology and radicalisation. The School will have due regard to the need to prevent people from being drawn into terrorism. Further guidance can be found in the 'Revised Prevent duty guidance: for England and Wales', 2015. (See KSCIE 2020 for the hyperlink.)

The Government has launched the 'educate against hate' website to provide information, tools and resources to enable people to recognise and address extremism and radicalisation in

young people. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. If a member of staff has a concern that a pupil may be at risk, they should follow the School's normal safeguarding procedures, including discussing their concerns with the DSL. The DSL will take advice from the Enfield Prevent Team on 020 8379 6137.

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. The Channel police practitioner will make an initial assessment from the information provided. If the young person's needs do not meet the thresholds for support from Channel, they may be directed to safeguarding and support services. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to **counter.extremism@education.gov.uk**. The helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm, or a security incident, in which case normal emergency procedures should be followed.

The staff exercise due diligence in relation to external speakers using the School premises. Each speaker is researched to establish whether they have demonstrated extreme views/actions. Permission for people or organisations to use the School premises if they have links to extreme groups or movements will be denied. This information is held with the Deputy Head.

The School will seek to promote pupil awareness about radicalisation through discussions in PSHE/RE and other lessons across the curriculum. The aim is to equip pupils with the appropriate capabilities to build personal resilience and develop a positive sense of identity.

Radicalisation is a form of emotional abuse and if you suspect a child is at significant risk you should alert the DSL, who will invoke the prescribed procedures. The PREVENT Duty places great emphasis on the need for schools to be vigilant in this regard. The school will be sensitive to issues such as abuse and will be proactive in terms of raising concerns. Many of the boroughs and/local authorities that the school serves are areas of risk and the school is consequently aware of the general dangers to young people in our locality, the DSL has contact with the PREVENT team at Enfield to ensure current concerns and initiatives are known. Staff have received specific PREVENT training and the school will undertake an assessment that considers the procedures for identifying and supporting children at risk.

The school has an ICT acceptable use policy, which must be followed at all times. Any patterns of misuse leading to the potential links of children with people, who might seek to radicalise must be reported immediately to the DSL.

16. So called 'Honour-based' abuse

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

If in any doubt, staff should speak to the Designated Safeguarding Lead or a deputy DSL. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school's Designated Safeguarding Lead and involve Children's Social Care as appropriate.

17. Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include

- increased absence from school,
- a change in friendships or relationships with older individuals or groups,
- a significant decline in performance,
- signs of self-harm or a significant change in wellbeing,
- or signs of assault or unexplained injuries.
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. If a member of staff is concerned about a pupil or a child makes a report to them, they should follow the school safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should contact the Designated Safeguarding Lead (or deputy). Further advice is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

18. Roles and Responsibilities of ALL staff at Keble Prep.

School staff play a particularly important role because they are in a position to identify concerns early in order to provide help for children.

All staff in the school;

- Have a responsibility to provide a safe environment, where children can learn;
- Should know what to do if a child tells them that he/she is being abused or neglected;
- Will be able to identify indicators of abuse;
- Will be made aware of; the safeguarding and child protection policy;
- the school behaviour policy;
- the staff code of conduct policy;
- information about the safeguarding response to children missing in education;
- the role of the designated safeguarding lead and systems in the school that support safeguarding and child protection;
- the school will have regard to 'When to call the police' guidance from the National Police Chief's Council.
- Will be provided with a copy of Part 1 of Keeping Children Safe in Education (September 2020) annually and receive annually updated training on their safeguarding roles and responsibilities;
- Should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks;
- Should know what to do if a child makes a disclosure of abuse and never promise confidentiality when a child makes a disclosure;
- Will be made aware of the early help process and understand their role in it;
- Should be prepared to identify children who may benefit from early help and will discuss early help requirements with the safeguarding lead in the first instance;
- May be required to support social workers and other agencies following a referral;
- Will be made aware of the process for making referrals to Children's Social Care (through the MASH), understand statutory assessments and the role that they may be expected to play in such assessments;
- Should be prepared to make referrals to the MASH if they have concerns about a child's welfare and understand the role that they may be expected to play in such assessments;
- Will receive regularly updated safeguarding and child protection training;
- Will receive safeguarding updates throughout the year as part of continuous professional development;
- Should be able to contribute to the development of safeguarding policy and practice.
- Should always seek advice from the Designated Safeguarding Lead, and/or deputies, if they are unsure; and

- All teachers should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012)

19. Role of Governors

The Governing Body will ensure:

That the school has a senior board level lead to take leadership responsibility for safeguarding. This role is carried out by Mr Justin Scott. The Safeguarding governor visits the school at least once per term for the purpose of liaising with the DSL/ a Deputy DSL and talking with pupils and staff regarding safeguarding matters.

Part 2 of Keeping Children Safe in Education (September 2020) sets out the responsibilities of governing bodies.

As part of these overarching responsibilities the Governing Body will;

- Ensure that they comply with their duties under legislation;
- Ensure that policies, procedure and training in the school are effective and comply with the law at all times and that they allow concerns to be responded to in a timely manner;
- Ensure that the school takes into account local authority and Enfield Safeguarding Children Partnership policies and supply information as requested by the three safeguarding partners (the Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Ensure that the school has an effective child protection/safeguarding policy, that it is published on the school website or available by other means and review this annually;
- Ensure that the school has a staff behaviour policy or Code of Conduct;
- Ensure that all staff undergo safeguarding and child protection training on induction
- Consider a whole-school approach to online safety, including the use of mobile technology in school;
- Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- Ensure that children are taught about safeguarding, including online safety.
- Put in place appropriate safeguarding responses for children who go missing from education;
- Appoint an appropriate member of staff from the senior leadership team to the role of Designated Safeguarding Lead and ensure the DSL has sufficient time and capacity to fulfill their role, including when the school is not open to pupils.
- Ensure that appropriate filters and monitoring systems are in place to keep children

- safe online;
- and Respond to allegations of abuse against the headteacher.
- Ensure that Staff (including governors, visiting staff and volunteers) training and updates on safeguarding and child protection is ongoing. and have regular updates (Current Enfield Children Partnership Guidance requires training every 3 years but at Keble we aim for annual update training, either face to face or via online providers e.g. Educare). Staff will receive appropriate child protection and safeguarding training which is regularly updated.
- Ensure staff receive regular updates via email and relevant information from the School's online safeguarding, health and safety training provider (currently this is Educare) and the NSPCC. For example, through regular staff meetings and presentations to keep their skills and knowledge up to date.
- Conduct an annual review of the effectiveness of the safeguarding policy and its implementation across the whole school. This will include data analysis, oversight of safer recruitment and vetting processes and the impact of staff training and awareness.

20. Role of the Acting Headteacher

The acting headteacher will;

- Ensure that this policy is reviewed annually and ratified by the governing body;
- Ensure that this policy and associated procedures are adhered to by all staff;
- Ensure that all staff are made aware of the named governor for safeguarding and the Designated Safeguarding Lead;
- Ensure that the role of 'Designated Safeguarding Lead' is explicit in the role-holder's job description;
- Decide whether to have one or more deputy safeguarding leads and ensure they are trained to the same standard as the Designated Safeguarding Lead;
- Organise appropriate cover for the role of Designated Safeguarding Lead for any out of hour/out of term activities;
- Appoint a 'Designated Teacher for Looked-After and Previously Looked-After Children' to promote the educational achievement of children looked after;
- Appoint a lead for online safety, this will be the Director of Digital Learning (The DSL will still retain ultimate responsibility for this);
- Ensure that all recruitment follows the 'Safer Recruitment' guidance and a single, central record is maintained with details of all members of staff who are in contact with children;
- Respond to allegations of abuse against all other members of staff;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- Ensure that the school works with social care, the police, health services and other services to;
 - promote the welfare of children;

- provide a coordinated offer of early help when need is identified;
- contribute to inter-agency plans for children subject to children protection plans and to protect children from harm.
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards, 2012);
- and Ensure that children's social care (from the host local authority or placing authority) have access to the school to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per Keeping Children Safe in Education (September 2020).

21. Role of the Designated Safeguarding Lead (and Deputies)

The Designated Safeguarding Lead (and deputies) is most likely to have a complete safeguarding picture and as such manage any issues around safeguarding at the school, this includes any issues arising in relation to online safeguarding concerns.

The Designated Safeguarding Lead is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role is a senior member of the school's leadership team, and the DSL role is set out in the post holder's job description. The school has two deputies to cover the role of the Designated Safeguarding Lead when they are unavailable. This is the Acting Headteacher and the Director of Digital Learning. The lead responsibility for safeguarding and child protection remains with the DSL.

The DSL or a Deputy DSL should always be available during school hours for staff to discuss any safeguarding concerns. 'Available' means the DSL (or deputy) can be on the school premises or they can be contacted via telephone or email, All staff have contact details for the DSL (and deputies) in case they need to make contact outside of school hours.

It is the responsibility of the school to ensure that the DSL has the time, resources and training to carry out the specific duties outlined below

The Designated Safeguarding Lead (and deputies) have attended training to enable them to carry out their role. This is updated every two years as a minimum.

The responsibilities of the Designated Safeguarding Lead include:

Work with others.

The DSL should:

- work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- liaise with the Acting Headteacher to keep them informed of any safeguarding of issues especially ongoing enquiries and police investigations

- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for staff.
- work with the governing body, and bring to their attention, any policy and/or procedures that are deficient and/or need updating.
- work with the SENDCo to ensure pupils with additional needs are monitored closely for and safeguarding concerns
- work with the Director of Digital Learning to ensure E-Safety is monitored closely for safeguarding concerns
- help to promote educational outcomes of a child who has experienced, or are experiencing, safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team.

Manage referrals

The DSL should:

- refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care
- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation
- Ensure that the Acting Headteacher refers cases to the Disclosure and Barring Service (DBS), Disclosure Scotland, or Access NI where a member of staff has been dismissed following concerns they posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

Undertake training and develop knowledge

In addition to formal training, the DSL should keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings.

These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- understands the referral and assessment process for early help and intervention
- knows about child protection case conferences and reviews and can contribute to these effectively when required
- ensures that all staff have access to and understand the school's safeguarding policy
- is aware of the needs of any vulnerable children ie; those with special educational needs, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child
- keeps detailed, accurate and secure records of concerns and referrals
- understands the role of the school in terms of the Prevent duty where required
- attends refresher and other relevant training
- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Raise awareness

The Designated Safeguarding Lead's role is to:

- work with the Acting Headteacher and governing body to ensure the school's safeguarding policy is updated and renewed annually and that all members of staff have access to it and understand it
- provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- ensure the safeguarding policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect
- link with safeguarding children partners to keep up to date with training opportunities and the latest local policies.

Record keeping

It is also the Designated Safeguarding Lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure delivery and confirmation of receipt should be obtained.

Outgoing Pupils - Files are copied, The DSL ensures that one copy is sent via recorded delivery to the destination school and the other copy is retained in the 'leavers safeguarding' file that runs alongside the Current Safeguarding file. The leavers Safeguarding file is kept with the same level of confidentiality as the active Safeguarding file. Depending on the nature of the file, the DSL may speak to the destination schools DSL in person or via the telephone to ensure a full understanding of any issues that may need to be discussed.

Incoming Pupils - The School Office will send out a letter to each school or individual provider requesting the safeguarding records for any pupil who will be attending Keble Prep. Schools or providers are asked to either transfer the file securely or confirm that there are no concerns, in accordance with their duty. These files, or confirmations of no concern, are then passed to the DSL, reviewed and filed accordingly.

Training of other staff

It is the role of the Designated Safeguarding Lead, working with the Acting Headteacher, to ensure all staff:

- have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.

- are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.

See staff training (section 21) below for more detail.

22. Role of the Designated Officer (DO) (Enfield has retained the title LADO)

The role of the DO is set out in *Working Together to Safeguard Children (2018)* and is governed by the Local Authority's duties under section 11 of the Children Act 2004 and Multi-agency Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self employed.

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

- behaved in a way that has harmed, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

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

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

The DO is responsible for:

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

The DO is involved from the initial phase of the allegation through to the conclusion of the case. The DO is available to discuss any concerns and to assist the school in deciding

whether there is a need to make a referral and/or take any immediate management action to protect a child.

23. Staff training and awareness

All staff, governors and volunteers are given safeguarding training when they join the school. Ongoing training for staff and the DSL / Deputies is outlined below.

New staff, governors and volunteers will be trained and given the following;

- the Safeguarding Policy, including guidance on online safety, the role and identity of the DSL and Deputies
- the Online Safety Policy and where applicable the ICT Acceptable Use Policy
- Part 1 and Annex A of KCSIE 2020
- the Behaviour Policy
- the Children Missing from Education Policy
- the Staff Code of Conduct, including staff/pupil relationships/interaction and the use of digital communication and social media.
- the Whistleblowing Policy, which is also outlined in this policy
- the PREVENT Policy and a copy of the PREVENT Duty

They will be asked to confirm in writing that they have read, understood and agree to abide by the Safeguarding Policy and KCSIE (Part 1).

Staff and volunteers

Information and training will be provided in a variety of forms on a regular basis to all staff, including peripatetic, supply, support staff, volunteers, governors. (Whilst legislation requires staff training every three years, at Keble we aim to run Safeguarding Training courses annually, either face to face e.g. from Education Child Protection LTD, or online e.g. via Educare. There are also updates from the DSL on any changes to local and national guidance e.g. KCSIE

Training will include:

- whole staff discussion and input on procedures, referrals and self protection issues.
- identifying the signs and indicators of abuse
- knowing how to respond effectively to safeguarding concerns
- knowing how to respond to a disclosure appropriately

- made aware of the process for making referrals to children’s social care and for any statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.
- being aware of the Whistleblowing Policy and any updates arising from advice on good practice or legislation
- refreshes their knowledge and updates them with changes in procedures and legislation and current safeguarding issues including PREVENT and online safety.

Staff will either receive a certificate for externally provided training or else - for documentation provided by the school - sign to confirm they have received, read and understood their responsibilities set out in the documentation and agree to follow the guidance. Where staff have received training from the DSL or Deputies they will sign to confirm that they have received training. The school bursar will keep a record.

The Designated Lead and Deputies will undergo “refresher” training every two years through the local Safeguarding Children Partnership (Enfield). This training should also include guidance on the local Prevent Duty procedures. The staff as a whole will receive certificated safeguarding training at least every three years, including on their responsibilities under the Prevent Duty and online safety. Those staff appointed in any intervening period will have guidance given by the Designated Safeguarding Lead as part of their Induction Process.

Keble Prep School follows good practice by inviting all governors to staff training and parental information sessions (not just the nominated governor for safeguarding) so that in addition to their governor updates and training sessions, they can access additional training in basic safeguarding / child protection, online safety and PREVENT.

On a collective basis the DSL and Deputies, in conjunction with the Acting Headteacher and Senior Leadership Team, will ensure that all staff have induction training that covers safeguarding issues including the causes of abuse and neglect.

24. Safer Recruitment Processes

The school is committed to safer recruitment and has a Recruitment Policy whose objectives are to: -

- ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position
- ensure that all job applicants are considered equitably and consistently

- ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age
- ensure compliance with all relevant recommendations and guidance including the recommendations of the Department of Education (DfE) in *Keeping Children Safe in Education (2020)* and the code of practice published by the Disclosure and Barring Service (DBS)
- ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks

We take safer recruitment seriously and all staff are subject to the following checks;

- Identity check;
- DBS clearance;
- Prohibition from teaching checks (where required);
- Barred List check;
- Section 128 checks (as required - leadership and management);
- Reference check (two references required);
- A check of professional qualifications, where required
- Right to work in the UK check;
- Further checks for those who have lived outside the UK;
- Disqualification Under the Childcare Act 2006 checks (as required).

A record of all checks on members of staff will be held on the Single Central Record. 10.3 All new members of staff will be required to obtain DBS clearance. The school reserves the right to re-check DBS clearance for any member of staff where information is received that indicates that they may pose a risk to children.

At least one member of every interview panel will have undergone Safer Recruitment training. We take proportionate decisions on whether to check individuals beyond what is required. Any visitor to the school who has not been subject to the necessary checks will be supervised at all times.

All safer recruitment practices at the school comply with Keeping Children Safe in Education (September 2020). See Part 3 of Keeping Children Safe in Education (September 2020) for further information.

See Safer Recruitment policy for further details.

The school will report to the Disclosure and Barring Service (DBS) and the Teaching Regulation Agency (TRA) in the case of a teacher, within 28 days of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children (see section 29 (pg.35) regarding the procedure to be followed in managing allegations against adults working in the school- this includes the contact details for the DBS and the TRA)

The school will also report any application that is received for a post by a person who is barred from working with young people.

The address for such referrals is PO Box 181, Darlington DL1 9FA (Tel 0300 123 1111).

25. Staff obligations – Safeguarding is ‘everyone’s responsibility’

All members of staff must observe all the requirements set out in the Staff Code of Conduct. All staff and volunteers have a duty and responsibility to promote the wellbeing of pupils and keep them safe. This is done through respectful, caring and professional relationships between staff and pupils. Adults are expected to act, and be seen to act, in the pupils’ best interests at all times.

Adults must avoid conduct which would lead any reasonable person to question their motivation and intentions and follow the school safeguarding procedures, which are reviewed regularly, at all times. The school takes all possible measures to ensure adults are not placed in situations that may result in them being vulnerable.

26. Whistle-blowing

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school’s safeguarding regime. In which case they should consult the Whistle-blowing Policy for an outline of the procedures to follow. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistle-blowing channels may be open to them, which may include making their own referral. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
- the NSPCC’s “What you can do to report abuse” dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

27. Confidentiality

Members of staff / volunteers must observe the school’s policy on confidentiality and respectful use of personal information. In the context of safeguarding staff have a duty to report any concerns about the wellbeing of pupils or inappropriate conduct of staff. At all times, information must be treated sensitively and in accordance with the reporting arrangements set out in this policy.

28. Procedure to be followed in handling concerns about the welfare or safety of a pupil

When a Child Wants to Confide in You.

In any interview with the child please follow the following guidelines: -

- Listen
- Accept
- Record accurately
- Refer to the DSL/Headteacher as necessary

Do

- Be accessible and receptive
- Listen carefully to what the child says spontaneously
- Ask TED questions (tell...,? explain...?, describe...?)
- Observe the child's demeanour
- Take it seriously
- Reassure children they are right to tell
- Negotiate getting help and find help quickly from designated child protection colleagues.
- Make careful records of what was said and pass immediately to the DSL
- Ensure the child is safe and reassured following the confidence sharing

Do Not

- Offer absolute confidentiality
 - Jump to conclusions
 - Try to get the child to 'disclose'
 - Ask leading questions
 - Speculate or accuse anybody
 - Make promises you cannot keep
 - Confuse physical abuse with normal bruising (e.g. shins/knees)
- Staff have access to the following video from the NSPCC regarding listening to a child disclosure <https://www.youtube.com/watch?v=bvJ5uBIGYgE>

Any member of staff who knows of, or suspects, an incident of abuse should always speak to the Designated Safeguarding Lead (or deputy), who will help staff decide what to do next.

Options include:

- managing any support for the child internally via the school's pastoral support processes
- an early help assessment
- a referral to statutory services, for example as the child is in need or suffering or likely to suffer harm

All referrals should be made **immediately** to the DSL, accompanied by the Report Form (Appendix 1). If the DSL is not available reports should be referred to one of the Deputy DSLs.

The Designated Safeguarding Lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the Designated Safeguarding Lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.

The referral may come to you via the child's friend - this should be taken seriously.

If a pupil accuses (or we suspect) another pupil or pupils of abuse - physical, emotional or sexual, the matter should be referred to the DSL who will investigate. At such times, **all** pupils involved will be considered 'at risk'. If it is felt any pupil is suffering, or likely to suffer, significant harm, the DSL must refer to the local Safeguarding Children Team for guidance.

If a pupil misses school for periods of time, especially when this is a repeated occurrence, the pastoral leads within the school should be informed and consideration given to liaising with the DSL over potential abuse, including radicalisation. This should happen even when we have written reasons for the absences and we should note that we are also able to make any referral connected to radicalisation **without** having to have prior parental consent.

What will happen?

The DSL will consider all the current facts, consult the Enfield Threshold Guidance Document and make a decision regarding contact with children's social care services. If the child is suffering or is likely to suffer significant harm the DSL **must** make a referral and act on the advice provided.

Throughout this process the School's pastoral team will offer appropriate support, whomever should need it. This support should not hamper any

Statutory assessments

Child suffering or likely to suffer significant harm

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

Referrals follow the local authority's Safeguarding Children Partners referral process.

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

When a child is suffering or likely to suffer significant harm the protocol will be;

Act Immediately> consult DSL>children's social care/Police if a crime has been committed

Where significant harm criteria are not met the school must take steps to ensure the child's welfare is actively promoted. The school will be able to provide additional help and support in the form of early help or seek further support from children's services through the use of the Common Assessment Framework and/or advice from the local authority.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services: or child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

When a child is in need the protocol will be;

Act Immediately> consult DSL>Early Help/pastoral support>children's social care as appropriate

The DSL will keep a record of all actions taken and the responses from children's services.

If an adult in the school is implicated in the concerns expressed by a child the DO must also be contacted.

NB. This must be done by the Acting Headteacher in the case of a member of staff or volunteer or by the Chair of governors if the implication relates to the Acting Headteacher.

At all times the welfare of the child is paramount.

All information will be confined to the DSL, Headteacher and the teacher(s) responsible for the initial report. The DSL or Headteacher will liaise with the relevant local services or DO where necessary.

Other colleagues may be informed, but only if it is felt necessary in order to safeguard the child; the focus is on confidentiality. The DSL will record all incidents and ensure all information is filed, locked and separated from any other pupil files.

Action may include any of the following:

- In the case of those pupils who have suffered or may be in danger of suffering significant harm, an immediate referral to Children's Social Care and/or the Police
- Refer to the Enfield MASH team, or other relevant Local Authority MASH team for assessment, firstly with a phone call to ensure immediacy and to confirm the next steps and then via use of early help form
- Further in-school observation and monitoring
- In the case of suspected radicalisation, thought will be given to the level of risk and advice sought from the local safeguarding partners MASH/ Prevent Officer when choosing the correct next stage for referral
- Advice sought from other agencies e.g. NSPCC, Children's Society
- Recording of changes in behaviour patterns, injuries
- Long term monitoring

Making a referral

Although those with DSL training will have been given the appropriate training, it is important to note that **anyone** can make a referral. Details of the process and useful contact details can be found in Appendix 2.

If you make a referral and you are not the DSL then you should inform the DSL as soon as practically possible. You should record details of the date, time and name of the person to whom you referred and pass this on to the DSL with the other relevant information.

It is general practice to inform parents of referrals to children's services unless this is prejudicial to the welfare of the child or any subsequent enquiries. **Children's Services will always advise.** Where a referral is made with regard to early help, parents/carers must always be informed in advance and give their consent.

School acts in loco-parentis; therefore the child can be interviewed in school as part of the unwritten agreement with the parents. However, a psychiatrist, a social worker or a policeman without the authority of someone with parental consent cannot interview the child, except for emergency medical treatment.

Parents must be told when a medical examination is necessary. This should also be explained in appropriate language to the child.

29. Procedure to be followed in managing allegations against adults working in the school

The school takes all safeguarding concerns and/or allegations against staff seriously and will manage them in line with this policy, Part Four of Keeping Children Safe in Education (September 2020) and the ESCP Guidance.

Allegations or concerns may include

- Staff having behaved in a way that has harmed a child, or may have harmed a child;
- Staff possibly committing a criminal offence against or related to a child;
- Staff behaving towards a child or children in a way that indicates they may not be suitable to work with children;

Any concern or allegation of abuse against adults working in the school must be immediately reported to the Acting Headteacher, this includes supply staff, volunteers and all staff outlined in the definitions section of this policy, unless the allegations relate to the Acting Headteacher. In that eventuality the report **must** be immediately made to the Chair of Governors who will take forward the necessary actions. In addition with this eventuality, the Acting Headteacher **must not** be informed of the allegation prior to contacting the Chair or the DO. Concerns or allegations of abuse against staff must be reported to the Headteacher or Chair of Governors as appropriate and not discussed directly with the person involved.

The principle of upward reporting must always be followed.

On receipt of a concern about the conduct or behavior of an adult in the school the Acting Headteacher or Chair of Governors will immediately contact the DO and act on their advice and guidance. Where it is felt a criminal offence may have been committed the police will also be informed. This is usually arranged through the DO. Concerns relating to a position of trust issue will be referred to the Local Authority Designated Officer within 24 hours. If a child has suffered or may have suffered abuse or harm, a MASH referral will also be made.

The school will attend any meetings associated with the investigation of the concerns, including strategy meetings and will contribute relevant information as part of effective safeguarding partner arrangements set out in Enfield Safeguarding Children Partners procedures. Full, detailed records of issues raised, reports and actions will be maintained by the school and kept confidential.

The school will take necessary actions to safeguard all pupils in the school and to ensure that staff against whom allegations have been made are suitably supported (school's duty of care). Advice on suspension from duty as a precautionary measure will be considered in consultation with the DO and Headteacher.

When an allegation against a teacher is in any way connected to the risk of harm, or actual harm to a child. In such a case a referral should be made to the Disclosure and Barring Service. Contact details for the DBS are;

DBS barring, PO Box 3963, Royal Wootton Bassett, SN4 4HH
Telephone:03000 200 190

If a safeguarding issue also involves misconduct by a teacher, a referral should be made to both the DBS and TRA. The TRA and the DBS will consider the misconduct and safeguarding aspects of the case respectively and in parallel.

Teacher misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT

Email- misconduct.teacher@education.gov.uk

Telephone- 020 7593 5393

Supply Teachers

Although the school does not directly employ supply teachers, the school will ensure that any concerns or allegations against supply teachers are handled properly.

The school will never cease to use a supply teacher for safeguarding reasons without liaising with the Local Authority Designated Officer and reaching a suitable outcome.

The Governing body will liaise with the supply agency to determine whether to suspend or redeploy the supply teacher whilst they carry out their investigation.

The school will inform supply agencies of its process for managing allegations, including inviting the agency's human resource manager (or equivalent) to meetings and regularly updating agencies on relevant school policies.

30. Visitors to the School

All visitors to the school must sign in at the main School Office or the welcome office and should wear lanyards identifying them as visitors. At Keble we also have a pamphlet for any visitors to the school giving details of what to do if... This is located next to the signing in book. Any visitors coming to address the pupils should be aware of the Visiting Speakers Policy and have signed the necessary declarations. Visitors should not be left alone with pupils unsupervised by a member of the school staff.

31. Children with Special Needs and Disabilities

As outlined in Keeping Children Safe in Education (2020), The school is aware that children with additional needs or disabilities may be more vulnerable to abuse and additional barriers may exist when recognising abuse and neglect. This could be because;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- communication barriers and difficulties in overcoming these barriers.

We recognise that some children require specialist intervention to communicate and advice from the SENCO will be sought in these circumstances. Safeguarding learning opportunities within the curriculum will be appropriately differentiated to ensure all children can access it. Staff should be aware that children with special needs and disabilities are especially vulnerable to all types of abuse. Care should be taken with noting changes of behaviour and demeanour. Staff working on a 1-1 basis with such children understand that the child may well make disclosures in such sessions. The school understands that children with special needs are more prone to peer group isolation than other children.

To address these challenges the school offers increased levels of support, if needed, to those pupils through the pastoral and SEN staff at the school.

32. Mobile phone and camera use in the school

Teachers should not contact pupils on their personal phones or give out their own personal number to pupils and nor should they store pupil numbers on their own telephones. Staff should not use their mobile phones in the teaching areas. In the EYFS mobile phones should not be in the classrooms but if they are required during the day for any reason then they should be kept in a locked location.

Cameras (including those on electronic devices) are often used to record evidence – especially in the EYFS. School equipment, ideally, should be used with images only downloaded at school and stored in the correct (secure) locations on the network. Personal devices may also be used but images etc. must also be uploaded to the network at school in a secure and timely fashion and the images must be permanently deleted from the device immediately after uploading.

33. Promoting safeguarding and welfare in the curriculum

The school recognises the importance of teaching children how to stay safe and look after their mental health and are committed to equipping children with the skills and knowledge to have successful and happy lives.

The school will teach children about safeguarding, including online safety. As part of a broad and balanced curriculum, the school will cover relevant issues in line with government guidance on Relationships Education, Relationships and Sex Education and Health Education.

Examples of the teaching and promotion of safeguarding across the curriculum include:

- PSHE is a timetabled lesson for all pupils: in the Junior School this is delivered by the class teacher and by specified staff in the Senior School. These staff have

received specific training, and have access to ongoing support, on the delivery of the course. All other members of the school staff have received training on the aims and objectives of the course so that they are aware of the content of the course and can aid in the holistic approach to PSHE across the school curriculum.

- The school makes provision for teaching children to keep themselves safe, including online. This is through the PSHE programme (Jigsaw) and the ICT curriculum, which deals with cyberbullying and e-safety, as well as in school assemblies, the school also invites the NSPCC into school on a regular basis to ensure boys, staff and parents are aware of matters of safeguarding, response and support. Pupils will cover self-protection (including online) and assertiveness. All curricular areas and interactions should aim to raise self-esteem and promote positive mental health.

34. Use of 'Reasonable Force'

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

The adoption of a 'no contact' policy at the school can leave staff unable to fully support and protect their pupils and students. We allow and support staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. More detailed information is found in the Staff Code of Conduct.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the school considers the risks carefully and recognises the additional vulnerability of these groups. We also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

35. Mental Health

The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development.

All staff will be aware that mental health problems may be an indicator that a child is suffering or is at risk of suffering abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained.

We recognise that staff are well-placed to observe behaviour that may indicate that a child is experiencing a mental health problem, or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem, they should consult the school's mental health policy. This policy will direct them to seek support from the mental health first aiders in the school and/or the DSL in the first instance.

If staff are concerned that a child is experiencing a mental health problem that is also a safeguarding concern, they must report this to the Designated Safeguarding Lead (or deputy Designated Safeguarding Lead) immediately.

The school has three Mental Health First Aiders (Mrs Stringer (SENCO), Mrs Pontin and Mr Turner (DSL)) Mrs Pontin is the designated member of staff responsible for the promotion of mental health and wellbeing across the senior school. Mrs Pontin can be connected via the portal button on the pupil dashboard, via email at ppontin@kebleprep.co.uk and also via the wellbeing room in the senior part of the school.

Monitoring and Evaluation

All stakeholders are responsible for the implementation of this policy. The governing body will review the policy annually and the DSL is responsible for the necessary updates between the annual reviews.

Links to Other Policies

These include Remote Learning, Whistle-blowing, Staff Code of Conduct, Anti-bullying, Behaviour & Discipline, Online, Safer Recruitment, Complaints Procedure, PREVENT, Attendance and the Staff Handbook.

Appendix 1- Record of Concern

Name of Child/young person (CYP):	Date of birth and age:		

<p>Day & date</p>			
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Initial report of the concern / s: *In factual terms; and use of open ended questions to clarify e.g. TELL/EXPLAIN/DESCRIBE*
What did the CYP say? How are they feeling? How is their behaviour? Are there any signs of injuries or pain? (if so illustrate on body map) Are any other children or adults involved?

Additional information: *Your views on what you know about the CYP e.g. Any previous concerns? How are they doing in school? Any comments on their presentation, their personal circumstances (such as health, development and whether they have any additional needs), their identity, race, religion and/or if known, their social relationships with their family, friends and wider networks?*

Your response and actions to the concern: *What you have done / said to CYP or agreed to do?*

Your name :

Your role or position:

Your signature :

If not an employee of the school, please ensure you provide your contact details, should the DSP need to contact you regarding your concern.

Headteacher/ DSL's immediate response and actions taken: *Include sharing and gathering information, speaking to CYP, parents or carers and gauging their response. This may also include undertaking a professional consultation. Has any immediate risk assessment been carried out if so what?*

Information shared with Parents / carers? *Are they aware of schools concerns / actions carried out to support / safeguard CYP? Do you have consent for this? If not rationale for not sharing information?*

Information shared with other staff/ agencies? *Who, what, how and your rationale for this?*

Outcome for the CYP: *What level of intervention is required to safeguard and promote the CYP welfare? i.e. where does this level of need sit on the **Continuum of Need document***

- Universal, Targeted, Intensive Support or Specialist/Safeguarding?

Feedback given to member of staff reporting concern: *This is to be an overview omitting any confidential information, consider 'need to know'*

Your name :

Your role or position:

Date, day and time of this recording :

Your signature :

Checklist for DSL (to be printed as part of the record of concern form)

- ✓ Child clearly identified?
- ✓ Name, designation and signature of the person completing the record populated?
- ✓ Date, day and time of any incidents or when a concern was observed?
- ✓ Date, day and time of written record?
- ✓ If a third party has raised concerns, are details of this person included (name, relationship to the child and their contact details if relevant)?
- ✓ Distinguish between fact, opinion and hearsay
- ✓ Concern described in sufficient detail, i.e. no further clarification necessary?
- ✓ Child's own words used? (Swear words, insults, or intimate vocabulary should be written down verbatim.)
- ✓ Are the names of all parties who were involved in the incident, including any witnesses to an event included? Is it clear what their relationship is to the child?
- ✓ Record free of jargon?
- ✓ Written in a professional manner without stereotyping or discrimination?
- ✓ What did the member of staff say or do in response to the concern?
- ✓ Record of concern completed in a timely manner?
- ✓ Record of concern passed to DSL in a timely manner?
- ✓ Is any additional paperwork, e.g. handwritten notes of conversation with parents attached securely to this record?
- ✓ Has DSL completed their sections in full- including action taken and outcome, feedback to staff and information sharing?
- ✓ If the concerns have not been referred to Children's Services/Police, are the reasons clearly recorded by the DSL?

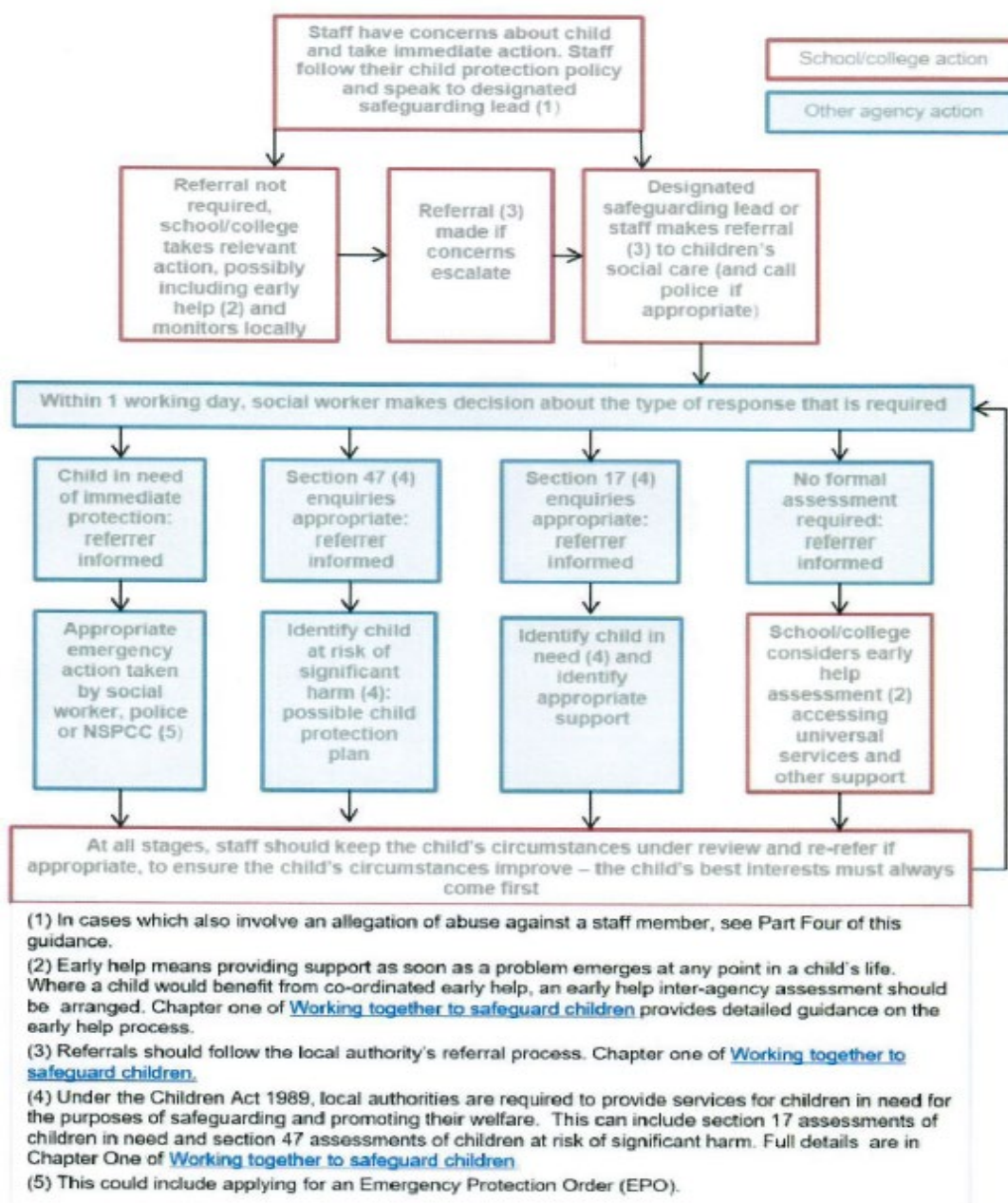
Audit date:		Audited completed by:	
Overall RAG rating (see key below)			
Action needed	Timescale	Name and position of person responsible	Date action completed

RED	Indicates that information from the checklist is lacking and deficiencies need to be addressed as a matter of urgency
AMBER	Indicates that key information is included but recording could be further improved
GREEN	Indicates that the recording meets the above required standards

If you intend to give a copy of the above action plan to the member of staff, please ensure they are not given page 1, i.e. the actual record of concern form which contains confidential details.

Appendix 2

Actions where there are concerns about a child



If the child's situation does not appear to be improving the referrer should press for reconsideration and start the process again.

Useful Contact Details

Enfield

Multi Agency Safeguarding Hub (MASH)- 020 8379 5555
DO 020 8379 2746/2850- Allegations involving adults working with children
Enfield Safeguarding Team- 020 8379 2805
Enfield Duty Officer (if urgent) 020 8379 2507 or 1000
Enfield Safeguarding Training (single agency)- Through ESCP Website
DSL Training Information (joint agency)- 020 8379 3204 or email sis@enfield.gov.uk
Enfield EWS- 020 8379 3745
PREVENT Lead: Sujeevan.ponnampalam@enfield.gov.uk
Police Child Abuse Investigation Team (CAIT) 020 8733 5139

If you have a safeguarding concern about the welfare of a child or young person, call the relevant MASH team initially and then complete a Referral form through the safeguarding portal (information on link in main policy) and email it to the MASH team.

If you do not have safeguarding concerns but you need to refer to another agency for early help support you can refer to a number of agencies directly. Please visit the [Referral Forms for Professionals page](#) on the Enfield council website.

To help professionals to make decisions about when to make a referral the ESCP have reviewed and refreshed their [Enfield Threshold Document](#). There is also the [Information Sharing Protocol SPOE](#) or the [Information Sharing Protocol SPOE – Key Principles](#) for advice and guidance on when you should and shouldn't share information.

Barnet

MASH- 020 8359 4066
Emergency Duty Team 020 8359 2000
DO 0208 359 6056
Duty Officer 020 8359 4066 / 020 8359 4097

Hertfordshire

Urgent referrals 0300 123 4043
DO- Referral by form on Herts Safeguarding Partners Website
Safeguarding Partnership 01992 588757

Haringey

Single Point of Access (SPOA) 020 8489 4470
Out of office hours 020 8489 0000
DO 020 8489 2968
Child Protection Advisor 020 8489 2126

CAHMS

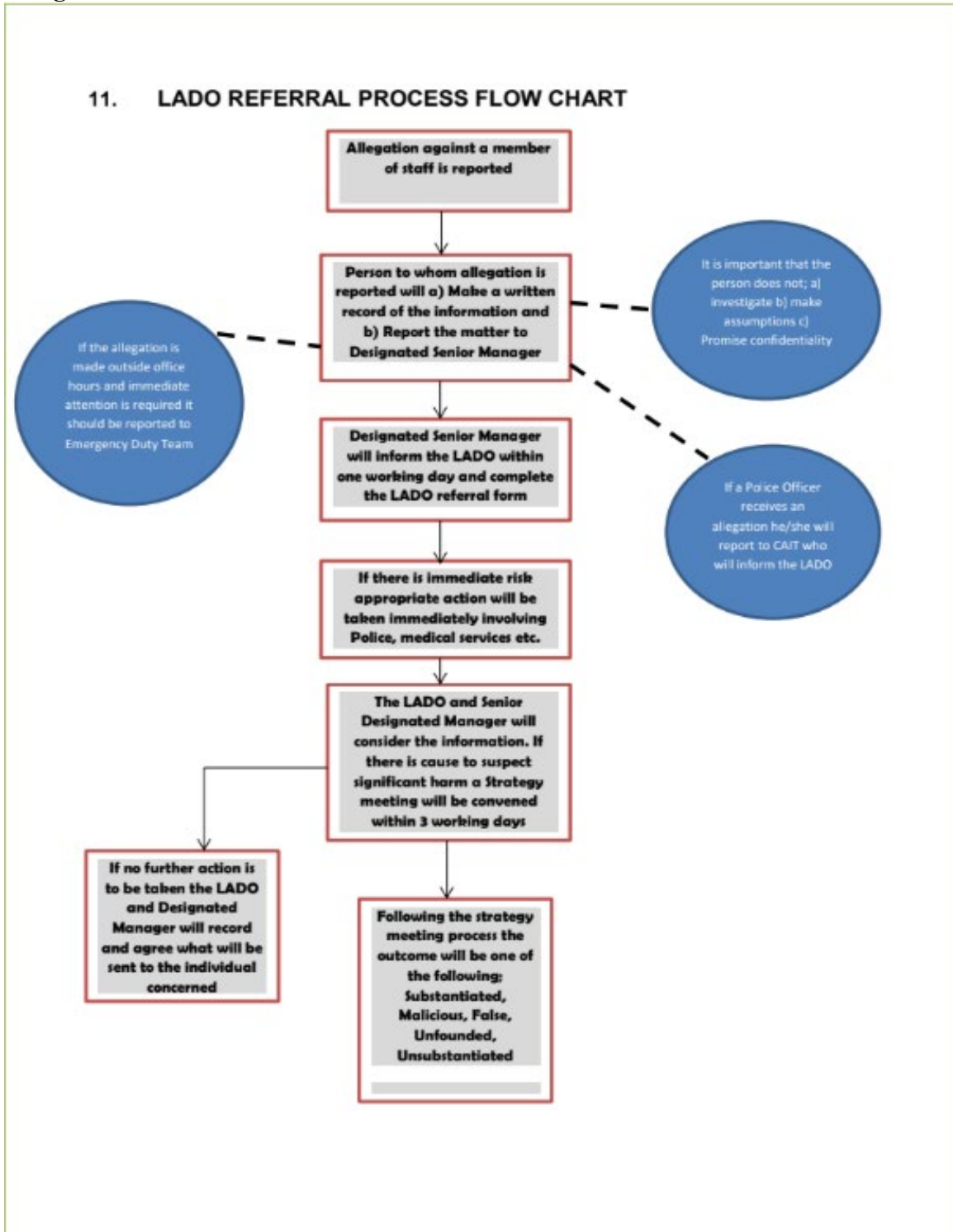
North: 020 8379 2000
South: 020 8360 6771

PREVENT

Local Police using 101 – non-emergency number
DfE dedicated helpline 020 7340 7264

Appendix 3

Designated Officer Referral Process



Appendix 4

Designated Safeguarding Lead Job Description

The Designated Safeguarding Lead (and deputies) are most likely to have a complete safeguarding picture and as such manage any issues around safeguarding at the school, this includes any issues arising in relation to online safeguarding concerns.

The Designated Safeguarding Lead is the person appointed to take lead responsibility for child protection issues in school. The person fulfilling this role is a senior member of the school's leadership team, and the DSL role is set out in the post holder's job description. The school has three deputies to cover the role of the Designated Safeguarding Lead when they are unavailable. This is the Deputy Headteacher, Head of Games and the Director of Digital Learning. The lead responsibility for safeguarding and child protection remains with the DSL.

The DSL or a deputy should always be available during school hours for staff to discuss any safeguarding concerns. 'Available' means the DSL (or deputy) can be on the school premises or they can be contacted via telephone or email, All staff have contact details for the DSL and deputy(s) in case they need to make contact outside of school hours.

It is the responsibility of the school to ensure that the DSL has the time, resources and training to carry out the specific duties outlined below

The Designated Safeguarding Lead (and deputies) have attended training to enable them to carry out their role. This is updated every two years as a minimum.

The responsibilities of the Designated Safeguarding Lead include:

Work with others.

The DSL should:

- work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- liaise with the Head teacher (if not the DSL) to keep them informed of any safeguarding of issues especially ongoing enquiries and police investigations
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for staff.
- work with the governing body, and bring to their attention, any policy and/or procedures that are deficient and/or need updating.
- work with the SENDCo to ensure pupils with additional needs are monitored closely for and safeguarding concerns

- work with the Director of Digital Learning to ensure E-Safety is monitored closely for safeguarding concerns
- help to promote educational outcomes of a child who has experienced, or is experiencing, safeguarding or child protection issues by sharing relevant information with teachers and the school leadership team.

Manage referrals

The DSL should:

- refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care
- where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation
- Ensure that the Acting Headteacher refers cases to the Disclosure and Barring Service (DBS), Disclosure Scotland, or Access NI where a member of staff has been dismissed following concerns they posed a risk to a child.
- refer cases to the police where a crime has been or may have been committed.

Undertake training and develop knowledge

In addition to formal training, the DSL should keep knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings.

These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- understands the referral and assessment process for early help and intervention
- knows about child protection case conferences and reviews and can contribute to these effectively when required
- ensures that all staff have access to and understand the school's safeguarding policy
- is aware of the needs of any vulnerable children ie; those with special educational needs, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child
- keeps detailed, accurate and secure records of concerns and referrals
- understands the role of the school in terms of the Prevent duty where required
- attends refresher and other relevant training
- encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Raise awareness

The Designated Safeguarding Lead's role is to:

- work with the Acting Headteacher and governing body to ensure the school's safeguarding policy is updated and renewed annually and that all members of staff have access to it and understand it

- provide regular briefings and updates at staff, departmental and governor meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- ensure the safeguarding policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect
- link with safeguarding children partners to keep up to date with training opportunities and the latest local policies.

Record keeping

It is also the Designated Safeguarding Lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails. Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This is transferred separately from the main pupil file, ensuring secure delivery and confirmation of receipt should be obtained.

Outgoing Pupils' Files are copied, One copy is sent via recorded delivery to the destination school by the school Bursar and one copy is retained in the 'leavers safeguarding' file that runs alongside the Current Safeguarding file. The leavers Safeguarding file is kept with the same level of confidentiality as the active Safeguarding file. Depending on the nature of the file, the DSL may speak to the destination schools DSL in person or via the telephone to ensure a full understanding of any issues that may need to be discussed.

Incoming Pupils - The School Office will send out a letter to each school or individual provider requesting the safeguarding records for any pupil who will be attending Keble Prep School or providers are asked to either transfer the file securely or confirm that there are no concerns, in accordance with their duty. These files, or confirmations of no concern, are then passed to the DSL, reviewed and filed accordingly.

Training of other staff

It is the role of the Designated Safeguarding Lead, working with the head teacher, to ensure all staff:

- have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect.
- are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.

Appendix 5

Keble Prep PREVENT Policy

Aim

Keble Prep School is fully committed to safeguarding and promoting the welfare of all its pupils. We recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability in today's society.

Objectives

The objective of this policy is to set out our strategies and procedures to protect all pupils from being radicalised or exposed to extremist views. The elements of our policy are prevention, protection and support.

We will ensure that:

- All staff, volunteers and governors, have an understanding of what radicalisation and extremism is and why we need to be vigilant in school.
- Through training, staff, volunteers and governors will know what the school policy is on tackling extremism and radicalisation and how to respond when concerns arise.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.
- Parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews these systems to ensure they are appropriate and effective.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

Statutory Guidance

This policy has been devised in accordance with the following legislation and local and national guidance:

- The Counter-Terrorism & Security Act 2015
- 'Prevent Duty Guidance: for England & Wales', HM Government (2015) Updated March 2016
- 'Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools', DfE (2014)
- '*Keeping Children Safe in Education*', DfE (2020)
- '*Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children*', DfE (2018)
- 'Information Sharing: Advice for practitioners', DfE (March 2015)

ROLES AND RESPONSIBILITIES

It is the responsibility of **every** member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school.

The school will ensure that: -

- All staff undertake appropriate training that equips them with the skills to identify and respond appropriately to concerns regarding extremism and radicalisation.
- The Acting Headteacher and Designated Safeguarding Lead will assess the risk of pupils being drawn into extremist views. The risk assessment may include consideration of the school's curriculum, the use of school premises by external agencies and any other local issues relating to the school community.
- A broad curriculum is in place to deliver the spiritual, moral, social and cultural development of pupils.
- Appropriate safeguarding arrangements are in place by working in partnership with other agencies and communities as required.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.

The Designated Safeguarding Lead (DSL) will carry out their role in accordance with the responsibilities outlined in Annex B of *'Keeping Children Safe in Education'*. As part of this responsibility, the DSL will act as the point of contact within our school for any concerns relating to radicalisation and extremism.

The DSL will make referrals in accordance with local authority procedures to the MASH Team where appropriate and will represent our school at Channel meetings as required.

The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedures they need to follow. He will ensure that all staff have received appropriate training.

TRAINING

Through training, we will ensure that all of our staff are made fully aware of the threats, risks and vulnerabilities that are linked to radicalisation. Staff will be able to identify children at risk of being drawn into extremism and develop the confidence to challenge extremist ideas. All staff will understand how we can provide support to ensure that our pupils are resilient and supported to resist involvement in radical or extreme activities. Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school.

THE ROLE OF THE CURRICULUM

We will provide pupils with a broad and balanced curriculum and promote the spiritual, moral, social and cultural (SMSC) development of our pupils. Pupils will be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Through our curriculum we will aim to:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people; and encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

PROCEDURES FOR MANAGING CONCERNS

We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and this includes vulnerability to radicalisation.**

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018).

The Designated Safeguarding Lead (DSL) should be used as a first point of contact for any safeguarding concerns in our school. Any member of staff or visitor to the school who receives a disclosure of or suspects that a child is at risk of radicalisation must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

Following receipt of any information raising concern about vulnerability to radicalisation, the DSL will consider what action to take and will follow the local authority procedures by making a referral via the Prevent Team or MASH, as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children because of concerns relating to extremism and radicalisation, the member of staff receiving the information should inform the Acting Headteacher or Chair of Governors immediately in line with the procedures outlined in our Safeguarding Policy and the Whistleblowing Policy.

Monitoring and Evaluation

The Governing Board and teaching staff are accountable for ensuring the effectiveness of this policy and our compliance with it. The Governing Body will ensure that: this policy is reviewed annually alongside our Safeguarding & Child Protection Policy.

Links to other Policies

This policy has links to the Safeguarding Policy, the Anti-Bullying Policy, The Equal Opportunities Policy, the Online Policy, the Visiting Speakers Policy and the Whistleblowing Policy

Appendix 6

Safeguarding Code of Conduct for Staff

All staff have a duty to safeguard children and a role to play in that process. This Code of Conduct gives guidance on how to avoid putting pupils and colleagues at risk of harm and, equally importantly, at risk of an allegation of harm. If an allegation is made it **must** be investigated. The school has a duty to do this speedily and effectively but is also mindful of the need for confidentiality, as there are restrictions on the reporting of offences up until a criminal charge is made or the DfE/TRA publish such information.

Allegations of Abuse

There has been widespread concern about the increase in false or malicious accusations of child abuse brought against members of staff by children and/or their parents. Once an accusation has been made, the school must investigate it, but only **after** consultation with the LADO. Written records must be made and procedures for communication with the individual and the child's parents agreed. It may be that the police and other services are called in, depending on the nature and severity of the alleged offence. The member of staff concerned may be suspended. If at a later date the abuse is substantiated, the school will work with the LADO to review its procedures and practice to help prevent similar occurrences in the future.

a) Physical contact with pupils

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The adoption of a 'no contact' policy at the school can leave staff unable to fully support and protect their pupils and students. We allow and support staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the school considers the

risks carefully and recognises the additional vulnerability of these groups. We also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we can reduce the occurrence of challenging behaviour and the need to use reasonable force.

A member of staff should never stand in the shoes of the parent to provide physical comfort. Some pupils may benefit from physical reassurance and connection but a member of staff should be very wary of any demonstration of affection in the light of the complaints that can be made against a member of staff.

There are situations where physical contact is inevitable and unavoidable with children. The following are some examples of when a member of staff has to respond to a child's own needs.

Sporting activities

In sport, a member of staff may have to come into close physical contact with the pupil. Wherever possible however, contact should be avoided. It is important to recognise that the teaching, coaching and leading of sporting activities has inherent safeguarding considerations for staff and pupils.

Staff must ensure that their conduct is highly professional at all times; activities such as changing and journey times are included in this. Mobile phones should never be present in changing areas and when supervising children changing all staff must be mindful of their conduct. Distal supervision is recommended but, depending on the age and ability of the children, direct supervision may be more suitable. Staff must never be alone with a child. If staff have a concern related to a member of staff they must respond in the prescribed manner.

Disciplining of pupils

Corporal punishment has been abolished in all maintained schools by the Education (No 2) Act 1986. The School Standards & Framework Act of 1998 extended this ban to independent schools. Members of staff at Keble should never use physical force, or the threat of physical force, in the disciplining of pupils.

Force used to avert an immediate danger

When an emergency arises in the classroom, or elsewhere within a member of staff's employment, action must be taken immediately. An example of this is where children are fighting or where a child is acting in a manner that would put others at risk. It is obviously necessary to act quickly in order to avert any risk of danger to other pupils and, if necessary, to prevent any escalation of the violence that may be taking place.

Where physical intervention is necessary, it should involve the minimum force/action required to prevent injury to persons and/or damage to property. Where violence is taking place or is about to take place, the member of staff should:

- i. Wherever possible, first try to speak with the pupils in an effort to calm the situation.
- ii. Where violence has begun, a sole member of staff is advised not to intervene unless absolutely necessary but, where possible, to raise the alarm and try to get the assistance of others.
- iii. Once another member of staff is in the vicinity, then they can attempt to separate the pupils and try to calm the situation.
- iv. The importance of the presence of another member of staff is twofold: firstly, the two members of staff are a witness to each other's actions if any allegations of assault were subsequently made by pupil or parent. Secondly, another member of staff may reduce a risk of bodily harm being suffered by the member of staff. A sole member of staff would be in a very exposed position if a fight were intercepted.

Where physical intervention has been necessary a record should be made on an incident form. Parents should be informed of the action that took place.

b) *First Aid*

Naturally where immediate First Aid is required it is necessary to act quickly. Wherever possible when administering First Aid: -

- have other pupils/colleagues in the vicinity
- say aloud why you are touching a particular part of the anatomy

Always record very accurately any accident First Aid on the Accident forms available stating which parts of the body were touched.

If at all possible have this witnessed and signed by another adult.

One to One Supervision – Music Lessons, Individual Needs support, Detention etc

These are the situations where a member of staff, by nature of the task, is in a one-to-one relationship with a pupil with others not present. Such times are the greatest area of risk of an allegation that cannot be easily refuted. Staff should be especially aware of this position and consider their actions with the pupil.

At such times the member of staff should seek to:

- Ensure that he/she is not alone with a pupil in an isolated part of the building especially after normal school hours
- Try to be near or visible to other colleagues and, if possible, have the door open
- Never put himself or herself in a very small or confined space alone with a pupil e.g. the stock cupboard

Where detention is used as a punishment after school, it is important to follow school rules. It is also essential to be aware of the pupil's need to get home afterwards. When giving detention, a member of staff should take into account the child's age, journey difficulties and any home circumstances that are relevant (e.g. arrangements for the child to be collected). Following a court case, members of staff should be aware that blanket detention of a whole class could result in the member of staff and the school being accused of false imprisonment. All detentions must be logged with the Director of Pastoral Care.

c) School Visits - Self Protection

See Educational Visits Policy. If it is an overnight trip, staff should always check the rooms in pairs.

On a journey, never, under any circumstances, take a child or children into your bedroom.

Do not go into the toilet alone with children. Inform another staff member if it is necessary to do so.

When taking children on an outing, be aware of how you appear to the public ~ when dealing with the children. In one county, a member of the public who misunderstood her actions, reported the member of staff for 'abusing' a child. This could apply to anyone taking out a group of children.

Mobile Phones & Cameras

Members of staff should not contact pupils on their mobile phones or give out their own number to pupils and nor should they store pupil numbers on their own telephones. Staff should not use their mobile phones in the teaching areas. In the EYFS mobile phones should not be in the room. If they are required during the day for any reason then they should be kept in a locked location. Cameras (including those on electronic devices) are often used to record evidence – especially in the EYFS. School equipment, ideally, should be used with images only downloaded at school and stored in the correct (secure) locations on the network. Personal devices may also be used but images etc must also be uploaded to the network at school in a secure and timely fashion and the images must be permanently deleted from the device immediately after uploading.

Please see the Online and Acceptable Use Policy(s) for further guidance on the acceptable use of mobile phones and mobile technology.

Digital Communication

It may be that a member of staff communicates electronically with a pupil in the normal course of their duties. Usually this will be in the form of an email but it could also be through work submitted and marked electronically using the school system. Only email addresses using the school's gmail (@kebleprep.co.uk) system should be used. All boys and staff have unique addresses on this system. Do not use personal email addresses with pupils.

d) Social Media

All staff should consider the public nature of social media with regard to their professional standing and also that of the school. They should be aware of the material they post at all times with the above professionalism in mind. Staff should not be “friends” with current pupils and remain aware that past pupils are still viewed as children by the legal process until they are eighteen and the school advises not having them as ‘friends’ until that stage.

e) Photographs/Video/Audio

Digital records of pupils must only be taken for legitimate reasons and should ideally be taken on school issued equipment. The nature of the image must also be considered (getting changed for PE) and consent gained from the individual(s) being photographed/recorded. In most cases this is gained by telling the boys why you are taking the photographs and gaining tacit collective approval. It is possible to record images on your personal iPad but images/recording should be transferred as soon as practicable to the school network (Photos Drive) and then deleted from your iPad. Some parents will have alerted their concerns about the possibility of their son’s photograph being published digitally and you should check with the office.

f) Visiting Speakers

Any visitors invited to address the pupils should be checked for suitability and also supervised at all times when with the children. A ‘google’ search would suffice for suitability but a referee from another separate organization who used the speaker’s services would help further. There is a Visiting Speaker Policy that will give guidance and outline the necessary procedures.

g) Female Genital Mutilation (FGM)

Although we are a boys’ school and we unlikely to be directly impacted by this practice, we should still be aware that FGM could affect siblings or other family members of our boys. Particular awareness should be given to, sometimes innocent, comments made at specific times of year when this practice may be more prevalent and when we know there are female siblings of a certain age in the family.

From October 2015 if we are aware of FGM having taken place we, as a member of staff, are duty-bound to report it to the police.

h) Whistleblowing

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. In which case they should consult the Whistleblowing Policy for an outline of the procedures to follow. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, which may include making their own referral. The risk of significant harm to an individual should also impact on the speed and timing of a decision to disclose.

i) Sexting

An unfortunate product of Internet access through mobile phones is the opportunity to download images with sexual content and then 'share' them with other boys. Phones with cameras can also be used to take sexual images that can then be shared. Sadly the evidence is that parents are not as rigorous with regard to filtering and inappropriate content than we are at school and we do give guidance. Should you become aware of an incident of 'sexting' then you must alert the Designated Lead, who will liaise with the e-Safety Officer/Director of Digital Learning. If possible it would be useful to have possession of the device so that we can have a record of what has been sent and also the sender. Support will be given to the victim through the school's usual pastoral channels and guidance given by the e-Safety Officer. His/their parents will be informed, as will the parents of those sharing or sending the sexual content. The DSL will take the appropriate course of action after taking guidance himself, bearing in mind that an offence against the law may have occurred (see section 10 of the school safeguarding policy).

General Guidance on Self Protection

If a child touches you or talks to you in a sexually inappropriate way or place, record what happened and ensure that the DSL also knows. As it could be a totally innocent touch, do not make the child feel like a criminal. However, remember that ignoring this or allowing it to go on may place you in an untenable situation. Neither is it a good idea for the child to go on doing this as the next person might take advantage and then say the child instigated it.

Do not place yourself in a situation where you are spending excessive amounts of time alone with one child away from other people. If you tutor a student, ensure that

the door to the room is open. Tell another staff member if you are going to see a child on your own.

Do not use your own car to give lifts to children except in the case of an emergency. At such times the Acting Headteacher should be informed and, ideally, another adult will accompany you on the journey.

Do give firm guidelines on sexually inappropriate behaviour to the child. Explain that the behaviour is not acceptable and could get the child into difficulty, but be sure that you do not make the child feel guilty. The behaviour is an imitation of the abuse the child suffered and is not the child's fault.

Never do something of a personal nature for children that they can do themselves.

Be mindful of how and where you touch children. Be careful of extended hugs and other signs of affection from children. (This might be particularly relevant to those working with children with special needs.) This guideline is important not only for our protection but for the children as well.

If you must physically restrain a child for any reason, be aware that it could be misinterpreted as assault.

Be aware of the risks entailed in electronic communication with a child.

Never keep suspicions of inappropriate behaviour or abuse by a colleague to yourself. If there is an attempted cover-up, you could be implicated by your silence. "Why didn't he tell? / Something to hide?"

Ensure that you have the opportunity to discuss your own feelings, if possible with other members of designated staff.

Appendix 7

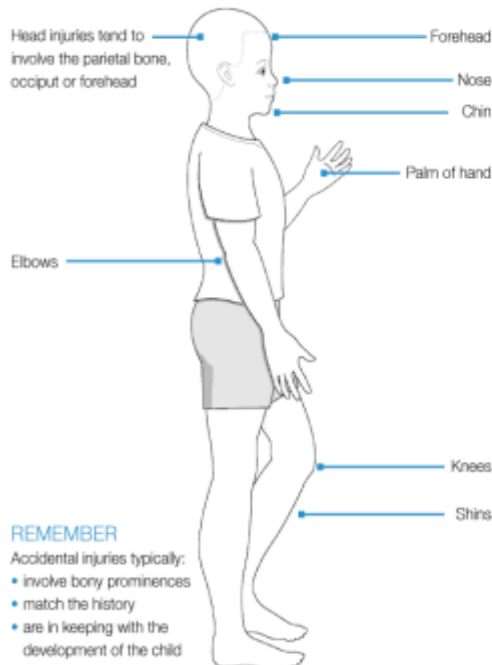
Body Map

NEVER UNDERTAKE A PHYSICAL EXAMINATION OF A CHILD.

Typical features of non-accidental injuries (injuries that should raise concerns)



Typical features of accidental injuries



Non-accidental Injuries	
Bruises likely to be:	<ul style="list-style-type: none"> Frequent Patterned e.g. finger and thumb marks Old and new in the same place (note colour) In unusual position (see chart)
Consider:	<ul style="list-style-type: none"> Developmental level of child and their activities May be more difficult to see on darker skins
Burns and scalds likely to be:	<ul style="list-style-type: none"> Clear outline Splash marks around the burn area Unusual position e.g. back of hand Indicative shapes e.g. cigarette burns, bar of electric fire
Injuries suspicious if:	<ul style="list-style-type: none"> Bite marks Fingernail marks Large and deep scratches Incisions e.g. from blade
Fractures likely to be:	<ul style="list-style-type: none"> Multiple – healed at different time consider: <u>Age of child always suspicious in babies under two years old</u> Delay in seeking treatment
Sexual abuse may result in:	<ul style="list-style-type: none"> Unexplained soreness, bleeding or injury to genital or anal area Sexually transmitted diseases e.g. warts, gonorrhoea
Accidental Injuries	
Bruises likely to be:	<ul style="list-style-type: none"> Few but scattered No pattern Same colour and age
Consider	<ul style="list-style-type: none"> Age and activity of child e.g. learning to walk May be confused with birthmarks or other skin conditions (e.g. Mongolian blue spot)
Burns and scalds likely to be:	<ul style="list-style-type: none"> Treated Easily explained May be confused with other conditions e.g. impetigo, nappy rash
Injuries likely to be:	<ul style="list-style-type: none"> Minor and superficial Treated Easily explained
Fractures likely to be:	<ul style="list-style-type: none"> Of arms and legs Seldom of ribs except for road traffic accidents Rare in very young children May rarely be due to 'brittle bone syndrome'.
Genital area:	<ul style="list-style-type: none"> Injury may be accidental (seek expert opinion) Soreness may be nappy rash or irritation e.g. from bubble bath <p>Anal soreness may be due to constipation or threadworm infestation.</p> <p>Parental attitude is important in assessing all of the above – when a child is suffering severe and painful injury most would seek medical help</p>

Appendix 8- COVID-19 ANNEXE

1. Context
2. Key School Contacts and Designated Safeguarding Lead
3. Identifying vulnerability
4. Reporting a concern
5. Attendance monitoring
6. Safeguarding Training and induction
7. Protocol for video conferencing
8. Safer recruitment/volunteers and movement of staff
9. Allegations or concerns about staff
10. Supporting children in and out of School
11. Children and online safety away from School
12. Peer on peer abuse
13. New staff and volunteers
14. New children to the school

1. Context:

This annexe contains details of changes/additions to the School Safeguarding procedures since the Government's instruction to close schools to all but key workers' children from 20th March 2020.

This annexe is written in line with the DfE Guidance Coronavirus (COVID-19): safeguarding in schools, colleges and other providers, 27 March 2020. The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act robustly and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online (DfE 27th March 2020)

2. Key School Contacts and Designated Safeguarding Lead:

The Designated Safeguarding Lead (DSL) is Mr Scott Turner, who can be contacted directly at sturner@kebleprep.co.uk or by video call using the same email address. All school staff have Mr Turner's mobile telephone number for immediate contact.

The school's approach ensures that the DSL or a deputy is always available when the school is open and also out of hours. All reports should be made directly to the DSL unless he is unavailable. In this case, as is usual, then one of the deputies is to be contacted (see below)

The Deputy Safeguarding Leads (DDSL) are Mr Perran Gill (Acting Headteacher), and Mrs Karen Fleming (DoDL) and Mrs Ferzana Rahman (Head of EYFS) who can be contacted via their email address pgill@kebleprep.co.uk and kfleming@kebleprep.co.uk and frahman@kebleprep.co.uk respectively. The Interim Chair of Governors, Mrs Christine Edumndson can also be contacted via email using chair@kebleprep.co.uk. Key contacts' information outside of School is available in Appendix 2.

3. Identifying vulnerability

We have undertaken a scoping exercise to identify the most vulnerable children. The school is continuing to provide places for the children of Key workers and/or vulnerable pupils.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children who have, or have previously had, a social worker. There is an expectation that children with a social worker must attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP
- Children on the edge of social care involvement or pending allocation of a social worker – Where required these children will be offered a place at school

- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

4. Reporting a concern:

Staff will continue to follow the Safeguarding Policy. All concerns should be reported in the usual way, following the guidance of the Safeguarding Policy. Concerns should be directly reported to the DSL (or DDSL in his absence) using the initial reporting form (Appendix 1). Any queries should also be directly discussed with the DSL.

COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's Services and Police may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns.

Remember, in accordance with KCSIE, anyone may make a referral at any time, and is actively encouraged to do so if they have concerns over a child's welfare.

For Enfield services, contact

Children's MASH (Multi Agency Safeguarding Hub) on 020 8379 5555 (Mon-Thurs 9am-5pm; Fri 9am-4.45pm).

Out of office hours call: 020 8379 1000 (select option 2 and you will be transferred to an advisor).

Or make a referral via the Children's Portal: www.enfield.gov.uk/childrensportal

Additional contact information for other boroughs and services are available in Appendix 2 of the main policy.

5. Attendance Monitoring

Teaching Staff are continuing to make daily contact with pupils.

Reception -Year 1. The younger children will have a daily Google Meet registration session each morning from 8.45am for approximately 10 minutes. This will be an 'informal' way of touching base with the children as a whole class.

Years 2-8: Form Tutors carry out a virtual registration via Google Meet at 8.30 each morning (or at another time as advised by their Form Tutor), all pupils are expected to respond.

The Arbor registration system will be used as normal once the form tutor has 'seen' the pupil. This ensures that registration and safeguarding obligations are being met. Please note that an adult must be supervising children when they are taking part in these 'live' Meets - please see meeting protocol. Form tutors may have to make special arrangements for pupils with siblings as the technology at home may need to be shared.

Pupils are expected to respond to their teacher at the start of each lesson. During all lessons teachers are to keep their own register. In the Junior School, as the boys are class based, the class teacher will monitor attendance. Non-responders will be reported to the School Office and will be followed up by the School Office in the usual manner. Pupils will also be reported to the Head teacher and absences will be logged. Parents will be contacted by the School Office in the usual manner as soon as possible, a member of the office staff will speak with the child.

Parents are requested to email the School Office if their son is unwell and unable to work remotely, and these 'absences' are recorded in the usual manner. In the event of continued non-response from parents, pupils will be reported as missing from education as per the main policy.

All 'non attendance' will be monitored by the DSL, by way of information from the School Office each morning. If any pupil that is deemed 'vulnerable' appears on this list then the DSL will contact home immediately and take appropriate action. The DSL will attempt a range of methods to contact the parent but if necessary will arrange a home visit by the school or another appropriate agency. A dynamic risk

assessment will be undertaken to consider how to manage the implications of COVID-19 alongside other risks perceived to and by the child.

The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe.

6. Safeguarding Training and induction

All staff working with pupils have up-to-date Safeguarding and Child Protection Training including having read Part One of Keeping Children Safe in Education (KCSIE). Updates and changes to local arrangements will be communicated to staff by the DSL and online training is available through the EduCare platform. It is acknowledged that staff may be unable to access refresher DSL training during the period of closure for the period COVID-19 measures are in place, a DSL or DDSL will continue to be classed as trained even if they miss their refresher training.

7. Protocol regarding video conferencing and remote learning

Keble is using Google Classroom and Google Meet to deliver its remote /online pupil learning. Both of these are run through our Google domain and are accessed by logging in with the pupil's school Google Drive login details supplied by the school. As such, these are covered by school profile policies and maintained by a central schoolwide admin. We have opened this facility to all pupils in these remarkable times (previously it was a facility used only in the Senior School), but are aware this may bring with it some problems. Parents will need to take an active role in supervision of these facilities.

Google Meet is available via an app on the pupil iPads and the boys' Google drive app. This can also be used by parents by downloading the app, using their son's email address, for example on a desktop or laptop. It is important the rules below are followed during Google meets.

- 1. Keble is trying to keep Google Meets to lesson timings to make it easy for boys and Parents. All meetings should take place during the normal school day- 8.30 and 16.00 (depending on the year group).*
- 2. Any Google Meets should be held with the knowledge of parents. Parents should be within earshot of the call, although they do not necessarily have to be continuously in the room (but should try to be there at the start and the end).*
- 3. Lessons must take place in a suitable area of the house, such as a communal area (i.e. not a bedroom) with the door open throughout.*

4. *If pupils are to make a social call using the Google Meet facilities they must check with a parent and all parents of pupils in the proposed Meet have given consent. No pupils should initiate calls without permission of parents.*

5. *Any pupils who do not abide by normal e-safety rules should be reported to kfleming@kebleprep.co.uk*

6. *Pupils may turn off their camera if they feel more comfortable and speak using the avatar image once the Meet has started with the teacher.*

7. *Google Meet should only be used for communication within the Keble Community.*

8. *Teachers need to consider and be sensitive to the needs of individual pupils, and those who may be sensitive to certain topics.*

9. *Teachers must ensure that all pupils have left the meeting before it closes.*

10. *There must be a minimum of 3 pupils in each face to face interaction, unless permission is sought from the SLT and parents. If there is a safeguarding concern the school will be guided by the MASH team.*

11. *Scheduled meetings should be posted on the google classroom and/or calendar and teachers should make it clear that pupils are expected to check in.*

12. *Teachers and pupils should be appropriately dressed in all meetings.*

13. *Teachers are to keep a record of 'attendance'.*

14. *Teachers should communicate with the SLT should and interactions not be appropriate or conducive to learning.*

15. *Google meets should be recorded by the member of staff to ensure an accurate record on the interaction is kept- these are stored in the google drive.*

8. Safer recruitment / volunteers and movement of staff during closure

In the event of recruitment during the period of closure, safer recruitment measures will continue to be followed, including, as appropriate, relevant sections in part 3 of KCSIE and in accordance with new guidance issued by the Disclosure and Barring Service (DBS) regarding the minimising of need for face-to-face contact for standard and enhanced DBS ID checking.

9. Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers, especially online . We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the Acting Headteacher. If this allegation involves the Acting Headteacher staff are reminded that the interim chair of governors is to be contacted (contact details are in this document and in the main school policy).

We have confirmed the arrangements to contact the LADO at the local authority - these remain unchanged.

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2020 using the address Misconduct.Teacher@education.gov.uk.

10. Supporting children in and out of School

Keble Prep is committed to ensuring the safety and wellbeing of all its children and young people. Procedures in place include daily registration with the class teacher / form teacher - and contact with specialist teachers as per the pupils timetable. Where a child has been identified as receiving additional pastoral or educational support in School, the SENDCo (Mrs Stringer) will liaise with these families directly; ensuring class teacher/form teachers and Mrs Stringer share relevant information. Where possible, all communication with ALL pupils should be recorded on Google Meet and stored on the Google Drive until return to 'usual working procedures', when a pastoral handover meeting for each pupil will take place with the DSL and Pastoral support team. If a mental health first aider is required then Mrs Stringer (SENDCo) or Mr Turner (DSL) can be contacted. Senior boys have access to support using the wellbeing button on their dashboard, this will email directly to Mrs Stringer for support. If a Safeguarding concern is presented, the DSL must be contacted immediately. The Safeguarding file will be regularly reviewed and updated by the DSL and changes shared with the Safeguarding Governor and Headteacher. The school will continue to share pertinent information with parents via the parent google classroom around the topics of safeguarding, mental health and pastoral care which can be used proactively by parents to aid their son in managing their feelings.

This is a link to information sent to parents

https://drive.google.com/open?id=16TIBf0_HH-t0dYh4eDrTktlkZrhWwRqb&authuser=0

11. Children and online safety away from School

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk of abuse, including peer on peer abuse and/or cyber bullying. Any such concerns should be dealt with as per the main policy and, where appropriate, referrals should still be made to Children's Social Care and, as required, the police. All online learning tools implemented by Keble Prep are done so in line with privacy and data protection/GDPR requirements.

All communication should be made via the School Office or using @kebleprep.co.uk email addresses and not through personal email addresses. All online learning should follow the School protocols detailed by the Director of Digital Learning. The school continues to ensure that appropriate filters and monitors are in place. Our governing body will review arrangements to ensure they remain appropriate. The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed our Online Policy and updated the Acceptable Use Agreements accordingly.

In the Senior School Keble Prep has a direct link CEOP button on the pupil dashboard to report online concerns directly, we also have a safeguarding button which pupils can use to email the DSL directly if they are concerned. Keble Prep has shared, with parents, advice on keeping children safe online from Enfield and pastoral support that can be accessed.

The school has set up a Parent Google Classroom so resources to support remote learning including advice and guidance on online safety, and resources supporting mental health can be posted for easy parent access.

Form tutors will continue to advise ALL pupils of the Childline number and email address for them to report concerns (we had an NSPCC visit last academic year where all pupils developed their knowledge around this).

Note - The Childline measures are proactive and are shared with all pupils. If staff have any concerns about a child then the normal safeguarding procedures should be followed.

12. Peer on Peer Abuse

All staff with direct contact with pupils have undergone additional update training in peer on peer abuse since September 2020 as part of the KCSIE 2020 update. The procedures for reporting incidents should continue in line with the School's main policy following the principles set out in part 5 of KCSIE. The School will listen to and work with the young person, parents/carers and any multi agency partner required to ensure the safety and security of that young person. All concerns and actions will be recorded in line with the School's recording systems. It is important to note that if pupils of differing ages and/or developmental stages are working together in school during the closure then strict monitoring must take place to ensure the safety of all children.

13. New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school **Safeguarding and Child Protection Policy**, the **Behaviour Policy**, the **Whistleblowing Policy** and the **Code of Conduct**. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers,
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.
- Confirmation that they have read and understood KCSIE 2020 part 1 including Annex A, and complete the Educare Safeguarding course within their first week.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and available in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the School Office of who is working in the school each day.

14. New children at the school

As is usual, where children join our school from other settings, we will require confirmation from the DSL/SENDCo whether they have a Safeguarding File or SEN statement/EHCP. These arrangements remain unchanged. In some unusual circumstances this may not be possible. Given the lack of physical attendance, when making arrangements for the transfer of information regarding any new child to the school, during the enforced closure, any information must be provided securely before the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. Information provided must include contact details for any appointed social worker and where relevant for the Acting Headteacher and/or the Virtual School Head. In the unlikely event that the placement is temporary, the Safeguarding information about children placed in our school will be recorded in the safeguarding file. Once

the placement is over this will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us, this is so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding file.