

# Child Protection Policy

Review Period: Annually – Summer Term

Review By: Leadership Group & H&S

## **Contents:**

- Introduction
- Safer employment practices
- Staff responsibilities
- Induction and training
- Staff obligations
- Types and signs of abuse and neglect
- Online safety
- Use of images
- Procedures for dealing with concerns or suspicions of abuse or neglect
- Procedures for managing allegations of abuse against staff, volunteers and the headteacher
- Whistleblowing
- External referrals
- Student's wishes
- Parents
- Promoting awareness
- Other arrangements
- Position of trust
- Records
- Monitoring and evaluation of this policy

## INTRODUCTION

The safety and welfare of all students at Studley High School is our highest priority. In all matters relating to safeguarding and child protection the School will follow the procedures laid down by our Local Safeguarding Children Board which is Warwickshire Safeguarding Children Board (WSCB) (or where appropriate the relevant child's LCSB) together with DfE guidance contained in Working Together to Safeguard Children (26 March 2015) and Keeping Children Safe in Education:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (KCSIE 2018).

This policy is applicable to the whole School community.

## SAFER EMPLOYMENT PRACTICES

Members of the Senior Leadership Team and Governing Body are trained in Safer Recruitment.

The School follows the Government's guidance and recommendations for the safer recruitment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations (where applicable). In line with Part 3 of KCSIE, the School's governing body prevents people who pose a risk of harm from working with students by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that where relevant and required, their staff have been suitably vetted in line with legal requirements.

As part of carrying out safer recruitment procedures under KCSIE, members of the teaching and support staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are subject to the necessary statutory vetting checks before starting work. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate as soon as practicable after appointment.

Further to the DBS check, anyone appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching by order of the Secretary of State. Further checks will also include a check for information about any teacher sanction or restrictions that an EEA professional regulating authority has imposed. Those undertaking management posts will be subject to prohibition from management checks.

All governors, volunteers and contractors working regularly during term-time are also subject to the statutory DBS checks. Where appropriate, confirmation is obtained that vetting checks apply to any staff employed by another organisation and working with the School's students at School or on another site.

Should the School develop concerns about an existing staff member's suitability to work with children, it will carry out all relevant checks as if the individual were a new member of staff.

The School maintains a Single Central Register of vetting checks undertaken.

## STAFF RESPONSIBILITIES

**All members of staff** have a duty to safeguard students' welfare and must therefore familiarise themselves and comply at all times with this policy. Safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm.

Sally Stevenon is the **Designated Governor for safeguarding issues**. The role of the Designated Governor is to take leadership responsibility for the School's safeguarding arrangements and to liaise with the local authority on issues of child protection or in case of allegations against the Headteacher or a member of the governing body.

The **Full Governing Body**, in conjunction with the Designated Safeguarding Lead (DSL), carries out an annual review of the School's safeguarding policy and procedures with day-to-day issues being delegated to the DSL and HeadTeacher. The Governors are responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay; and
- approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

Mr Richard Eost, Deputy Head is our **Designated Safeguarding Lead (DSL)**. His contact details are [reost@studleyhighschool.org.uk](mailto:reost@studleyhighschool.org.uk) and 01527 852478. He has been fully trained for the demands of this role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of KCSIE. He is a member of the Senior Leadership Team at the School and therefore has the status and authority within the School to carry out the duties of the post, including committing resources and supporting and directing other staff

We have four Pastoral Managers who are also trained to DSL level

Miss Lorraine Lakin - [llakin@studleyhighschool.org.uk](mailto:llakin@studleyhighschool.org.uk)

Mrs Sarah Smith - [ssmith@studleyhighschool.org.uk](mailto:ssmith@studleyhighschool.org.uk)

Mrs Debra Warman - [dwarman@studleyhighschool.org.uk](mailto:dwarman@studleyhighschool.org.uk)

Mrs Debbie Guest - [dguest@studleyhighschool.org.uk](mailto:dguest@studleyhighschool.org.uk)

Both the DSL's and Pastoral Managers undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and Pastoral Managers will also attend refresher training updated at regular intervals, as required. They both have a job descriptions for their safeguarding roles and key activities, as follows:

#### **The Designated Safeguarding Lead (Deputy Head and Pastoral Managers)**

- acts as a source of support and expertise to the School community
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs, looked after children and young carers
- has a working knowledge of Warwickshire Safeguarding Children Board (WSCB) procedures
- has an understanding of the CAF process to ensure effective assessment and understanding of children's additional needs in order to inform appropriate provision of early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely, but kept separate from, the student's general file
- refers cases of suspected abuse to Children's Social Care or the Police as appropriate
- notifies Children's Social Care if a child with a child protection plan is absent for more than two days without explanation
- ensures that when a student leaves the School, all child protection records are passed to the new School (separately from the main student file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the student's social worker is also informed



- attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings
- co-ordinates the School's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings
- develops effective links with relevant statutory and voluntary agencies including the WSCB
- ensures that all staff have read and understood the Child Protection and Safeguarding Policy
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues ensuring that all staff receive necessary training, information and guidance
- ensures that the Safeguarding Policy and procedures are regularly reviewed and updated annually by the Full Governing Body
- liaises with the nominated Governor and Headteacher as appropriate
- keeps a record of staff attendance at child protection training
- makes the Child Protection and Safeguarding Policy available publicly on the School's website
- ensures parents are aware of the School's role in safeguarding and that referrals about suspected abuse and neglect may be made
- promotes the educational achievement of children who are looked after by the Local Authority
- considers how students may be taught about safeguarding, including how to keep themselves safe at all times including online, as part of a broad and balanced curriculum.

The DSL role is to ensure that each member of staff has access to and is aware of and understands the School's safeguarding policy and procedures. Their training meets the requirements of KCSIE. The DSL has ultimate responsibility for safeguarding and child protection in the School. This responsibility will not be delegated.

The DSL's (or in their absence the Headteacher) can be contacted at any time (during or outside School hours) for staff in School to raise or discuss any safeguarding concerns.

The DSL maintains close links with WSCB and reports at least termly to the Full Governing Body on safeguarding issues. The DSL will make prompt contact with Children's Social Care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Designated Officer at the Local Authority ('LADO') in relation to allegations against someone working at the School and/or the Police if a criminal offence is suspected.

The DSL will liaise with the local authority when necessary and work with other agencies in line with *Working Together to Safeguard Children 2015* and attend strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi-agency expertise, knowledge and experience to support students at risk of harm including emotional and intellectual harm via social media and use of the internet.

The DSL receives focused training to support learning and understanding of the ever-changing landscape of safeguarding which is underpinned by legislation and guidance. The DSL undertakes Prevent awareness training to enable him to provide advice and support to staff on protecting children from the risk of radicalisation. The DSL's and the School's focus is to support children in need through seeking early help and/or inter-agency working, including using the Team Around The Child Approach and/or the Common Assessment Framework.

## INDUCTION AND TRAINING

Every new member of staff, including part-time, temporary, volunteers and contract staff working in the School, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation; and on the procedures for recording and referring any concerns to the DSL and to external agencies; and to the main points of local procedures of WSCB (<http://www.warwickshire.gov.uk/wscb>). Child protection and safeguarding training is also given to new governors.

Training in child protection and safeguarding is an important part of the induction process. Induction training includes the:

- School's Safeguarding Policy and Staff Handbook (which includes the staff Behaviour Policy/Code of Conduct and Whistleblowing Policy)
- Identity and role of the DSLs.

Training also promotes staff awareness of child sexual exploitation, Prevent, so called 'honour based' violence, forced marriage and female genital mutilation. The website [www.educateagainsthate.com](http://www.educateagainsthate.com) is designed to equip staff and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school leaders.

Training on the early help process and process for making a referral to Children's Social Care and for statutory assessment that may follow a referral (including what role staff may be expected to play in such an assessment) will also be provided together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.

Staff are made aware of the signs, symptoms and indicators of such abuse and/or neglect and are required to take action *without delay* if abuse and/or neglect is suspected.

All staff must read and sign to confirm that they have read Part 1 of KCSIE and Annex A and are assessed on their understanding. Temporary staff and volunteers are also provided with Part 1 of KCSIE and Annex A and asked to confirm they have read and understood these.

All staff receive appropriate safeguarding and child protection training every 2 years which is regularly updated in line with advice from WSCB. In addition, all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

## STAFF OBLIGATIONS

All School staff should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to any possible concerns. The Governors ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE. This includes twilight and INSET training, as well as a standing item during Staff Meetings.

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the DSL immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

## TYPES AND SIGNS OF ABUSE AND NEGLECT

### Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

**There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect**

### **Physical abuse**

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

### **Emotional abuse**

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

### **Sexual abuse**

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

### **Neglect**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

### **Indicators of abuse**

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.



**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss School or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn challenge authority
- become disinterested in their School work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are. They do not need 'absolute proof' that the child is at risk.**

#### OTHER SAFEGUARDING ISSUES INCLUDING PEER ON PEER ABUSE

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truanting, gender based violence and sexting also put children in danger.

The School recognises that children are capable of abusing their peers.

#### **Sexting**

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem

like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, of which the member of staff may not be aware.

If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should confiscate the device. The confiscated device will be passed immediately to the DSL. Staff will not look at or print any indecent images.

The DSL will make a judgement about whether the reported 'sexting' incident is experimental or aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Warwickshire's Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation
- child protection procedures need to be invoked
- parents/carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of Early Help services

Examples of aggravated incidents include:

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a younger student or students to create and share indecent images of themselves
- pressurising a student with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation)
- any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim)

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the School is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation type violence. All peer on peer abuse will be managed in accordance with this policy and a bullying incident will be treated as a child protection concern where



there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such an incident warrants a response under these procedures rather than the School's Behaviour Policy.

A student against whom an allegation of abuse has been made may be excluded from the School during the investigation. The School will take advice from the WSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved (including the alleged victim and perpetrator). If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the WSCB, parents are informed as soon as possible. Students involved will be supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the WSCB or the Police as appropriate.

Victims and perpetrators of peer on peer abuse will be offered support by the School, as appropriate, which may include the use of the School Counsellor or referral to other external support channels.

## PREVENTING RADICALISATION

We recognise that it is a key role of the School to support children and that School may provide stability in the lives of children who may be at risk of harm. Staff acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination. This includes awareness and sensitivity to attitudinal changes of students which may indicate they are at risk of radicalisation and may need help or protection. However, staff acknowledge that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people.

Staff will consider the level of risk to identify the most appropriate referral, which could include reference to Channel or Children's Social Care. Contact details for support and advice on the Prevent duty can be found below.

The Home Office statutory Prevent duty guidance can be accessed on: [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/445977/3799\\_Revised\\_Prevent\\_Duty\\_Guidance\\_England\\_Wales\\_V2-Interactive.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/445977/3799_Revised_Prevent_Duty_Guidance_England_Wales_V2-Interactive.pdf)

The Department for Education non-statutory Prevent duty guidance can be accessed on:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

The Channel General Awareness course can be accessed on:

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

## VISITING SPEAKERS

The School ensures that visiting speakers are suitable and appropriately supervised. The School is conscious of its responsibility to ensure students can critically assess the information that they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The Headteacher will undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that where appropriate their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a member of staff. On attending the School, Visiting Speakers will be required to show original current identification document including a photograph such as a passport or photo card driving licence.

#### CHILDREN MISSING FROM EDUCATION

A child going missing from education, particularly on repeated occasions, is a potential indicator of abuse or neglect including that a child may be at risk of radicalisation, FGM or forced marriage. Unauthorised absences from School will be managed in accordance with the School's Attendance Policy.

The School will monitor all student absences from School and promptly address concerns about irregular attendance with the parent/carer. The School works closely with Education Social Work Service where any patterns of absence cause concern.

A student who fails to attend School regularly or has been absent from School without the permission for a continuous period of 10 school days or more will be reported to Warwickshire County Council's Children Missing Education (CME) Service (01926 742036 or [carolhattee@warwickshire.gov.uk](mailto:carolhattee@warwickshire.gov.uk)).

#### CHILD SEXUAL EXPLOITATION

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs, alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

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

All staff are made aware of the indicators of sexual exploitation of children and all concerns should be reported immediately to the DSL. The DSL will consider the need to make a referral to Children's Social Care as with any other child protection concern and with particular reference to WSCB Child Sexual Exploitation procedures.

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

#### SO-CALLED 'HONOUR BASED' VIOLENCE ('HBV')

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as 'breast ironing'. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so-called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the DSL as with any other safeguarding concern.

The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

From October 2015, section 5B of the Female Genital Mutilation Act 2003 placed a statutory duty on teachers (along with social workers and healthcare professionals) to report to the Police where they discover either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

If staff have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL and involve children's social care as appropriate. Information on when and how to make a report can be found at Mandatory Reporting of Female Genital Mutilation: procedural information

[\(<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation>\)](https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-proceduralinformation)

## VULNERABLE CHILDREN

The School recognises that some children are more vulnerable to abuse and neglect than others. For example, those with SEND, who are young carers or Looked After by the Local Authority.

All staff members are alerted to the particular potential vulnerabilities of Looked After Children. The DSL is responsible for liaising with virtual school heads for Looked After Children in the School and is responsible for promoting the educational achievement of children who are Looked After. The School promotes the educational achievement of all students including those who are Looked After and will ensure that all staff have the skills, knowledge and understanding necessary to keep Looked After/Previously Looked After children safe.

All staff need to be alert to the specific needs of those students with SEND. Those with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such students in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

## ONLINE SAFETY

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School's systems is Smoothwall. This system reduces the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm
- children are taught about safeguarding, including online
- staff are equipped with the knowledge to safeguard children online by attending online safety training. Staff found in breach of School rules regarding online safety may be subject to disciplinary action.

The School's ICT and E-Safety sets out the School's approach to online safety including how the School helps students stay safe online.

## USE OF IMAGES

In accordance with the School's data protection obligations the School will seek consent from students (and their parents, where appropriate) to the use of a student's image e.g. on the website or School publications. The School will ensure students are appropriately dressed. All students are encouraged to tell the School if they are worried about any photographs that are taken of them.

## **PROCEDURES FOR DEALING WITH CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT**

The School treats the safeguarding of all students in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk.

The School recognises that there may be children who, whilst not suffering harm or at immediate risk, require additional support from external agencies. Where appropriate, the School may consult with the child concerned and their parents regarding a referral to external agencies (such as Children's Social Care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Common Assessment Framework, being carried out. In either case, the School will liaise and take advice from external agencies (such as a CAF officer or Education Safeguarding Manager) as appropriate.

If a member of staff is made aware of any allegation of abuse or neglect, or if knowledge of possible abuse or neglect comes to their attention, it is their duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred in confidence to the appropriate people.

Every member of staff, including part-time, temporary, visiting, contract and volunteer staff working in School must report any concerns (including those where a student may benefit from early help or where it includes alleged abuse by one or more students against another student) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to Children's Social Care or other external services such as early help services in accordance with the referral threshold set out by WSCB.

Where staff have concerns that a child is in immediate danger or is at risk of harm a referral should be made to Children's Social Care and/or the Police immediately. Anyone can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff must share information with Children's Social Care and/or the Police where there are any concerns that a child may be at risk of harm or neglect.

If staff members are unsure about whether or not a referral should be made, they should speak to the DSL.

The DSL will contact the LADO for advice, where necessary.

The DSL will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the LADO within 24 hours. Borderline cases will be discussed with the LADO without identifying individuals in the first instance and, following discussions the LADO, will judge whether or not an allegation or concern meets the relevant threshold. The LADO will decide in the circumstances what further steps should be taken. This could involve calling the Police.

Where the outcome of a referral to the LADO is not reported back to the referring member of staff or DSL, the School will follow this up with the Children's Social Care. Any member of staff who has concerns that a child's situation does not appear to be improving should press for re-consideration.

The School will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with Social Services and the Police.

With regard to the Prevent duty, the School will co-operate with Channel panels and the Police when assessments are being undertaken.

In the case of student-on-student abuse which the School has reported to the LADO and which the LADO or statutory child protection authority decides to investigate further, the matter will be dealt with under the School's Behaviour Policy after discussion with the LADO.

Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a student, staff must firstly raise this with the DSL without delay. The DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to Children's Social Care or the Police. The School will not discuss any concerns in relation to possible radicalisation without first agreeing with Children's Social Care or the Police what information can be disclosed. The DSL will report all safeguarding concerns to the Headteacher (provided they do not concern the Headteacher).

For children in need of additional support from one or more agencies, the School will use the CAF process.

The School's local authority is Warwickshire County Council which operates the WSCB. The School's points of contact are as follows:

### **External Agency Contact Information**

The School's points of contact for children who are the focus of concern are as follows:

Warwickshire County Council

Multi-Agency Safeguarding Hub (MASH)

Tel: 01926-414144

Adrian Over

Education Safeguarding Manager

Tel: 07966-224286 (if unavailable, contact via e mail as below) [adrianover@warwickshire.gov.uk](mailto:adrianover@warwickshire.gov.uk)

Celia East

Local Authority Designated Officer (LADO)

Tel: 01926 742525

[lado@warwickshire.gov.uk](mailto:lado@warwickshire.gov.uk)

Education Safeguarding Service

Linda Fenn (Team Administrator) – 01926 742525; [lindafenn@warwickshire.gov.uk](mailto:lindafenn@warwickshire.gov.uk)

Sophie Morley (Training Administrator) - 01926 74 2601; [sophiemorley@warwickshire.gov.uk](mailto:sophiemorley@warwickshire.gov.uk)

### **Police**

Tel: 01926 415000

Police Emergency – 999

Police Non-Emergency – 101

### **OFSTED Safeguarding Children**

08456 404046 (Monday to Friday from 8am to 6pm)

[Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)

### **Extremism**

Department for Education dedicated helpline for staff and governors: 020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)

*Other useful contacts*

### **Disclosure and Barring Service**

PO Box 181, Darlington, DL1 9FA

Tel: 01325 953795

## **PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS AND THE HEADTEACHER**

The School's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from allegations. The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

The School will liaise with the LADO, Police and Social Services as to managing confidentiality as appropriate. The School's procedures for managing allegations against staff (including the Headteacher) and volunteers follows Departmental guidance and WSCB arrangements and apply when staff, including volunteers, have (or are alleged to have):

- Behaved in a way that has harmed a student, or may have harmed a student
- Possibly committed a criminal offence against or related to a student
- Behaved towards a student in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children

An allegation made against teachers and other staff (including the volunteers who work with children) must be reported immediately to the Headteacher. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Headteacher or if that is not possible to pass details of the allegation to the Headteacher immediately.

Should the allegation be against the Headteacher or a School Governor the report should be made to the Chair of Governors (without the Headteacher or School Governor being informed first). It will be the Chair's responsibility to contact the LADO. Should the allegation of abuse concern the DSL, the report should be made to the Headteacher without informing the DSL.

The LADO will be informed of all allegations which appear to meet the above criteria. The School will act in accordance with advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.

The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them.

The School recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The School will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of the likely course of action and progress of the case and to consider what other support is available and appropriate for the individual.



During the course of the investigation the School, in consultation with the LADO, will decide what information should be given to parents, staff and other students and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in KCSIE relating to reporting restrictions identifying teachers who are the subject of allegations from students.

Any students who are involved will receive appropriate support.

Staff should have regard to the Staff Handbook to minimise the risk of allegations being made.

## **WHISTLEBLOWING**

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy. Concerns regarding the behaviour of colleagues which are likely to put students at risk of abuse or other serious harm may be dealt with in accordance with the School's Managing Allegations of Abuse against Staff procedure. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feels that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing helpline (tel: 08000280285 or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)).

## **EXTERNAL REFERRALS**

The School follows Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to involvement of the LADO, schools have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

The School will make such a referral as soon as possible after the resignation or dismissal of any individual (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children. This includes dismissal, non-renewal of a fixed term contract, no longer using supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

Furthermore, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School will consider making a referral to the National College for Teaching and Leadership (NCTL) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if she/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.

Any historical allegations of child abuse made against a member of staff who is no longer at the School will be reported to the Police. All allegations of historical abuse should also be referred to the Headteacher straightaway.

## **STUDENT'S WISHES**

Where there is a safeguarding concern the School will ensure the student's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by regular

consultation with the student concerned. The School will operate processes with the best interests of the student at their heart.

## **PARENTS**

Parents have an important role in supporting the School. A copy of this policy is on our website and our other policies relating to issues of child protection (such as E-safety) and we hope that parents will always feel able to take up any issues or worries that they may have with the School. Any allegations of child abuse or concerns reported to the School about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. However, it may not always be appropriate to inform parents of safeguarding concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the LADO.

## **PROMOTING AWARENESS**

We recognise that the School plays a significant part in the prevention of harm to students by providing good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our students and recognise the role the School plays in recognising and protecting our students who may be vulnerable to, for example, radicalisation or extremist views.

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our students. All teaching staff play a vital role in this process, helping to ensure that all students relate well to one another and feel safe and comfortable within the School. We expect all the teaching staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our students on issues relating to health, safety and well-being. All staff, including support staff, have an important role in insisting that students always adhere to the standards of behaviour set out in our Behaviour Policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHE/tutor time to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Across the curriculum, in assemblies and on activities and trips we promote tolerance and mutual respect and understanding.

All students know that there are adults to whom they can turn to if they are worried, including Support Staff, Teaching Staff, Tutors, Heads of House, Senior leadership Team and the Headteacher. Our support to students includes the following:

- Every child has access to guidance on where to turn for advice
- adhere to the School's guidelines in this area. This includes guidance on educating students to stay safe including e-safety and online protection. For more details on cyber-bullying and e-safety please refer to the Behaviour and E-Safety Policies

## **OTHER ARRANGEMENTS**

The School may make arrangements for students to stay with a host family, during a foreign exchange trip or sports tour, for example. In such circumstances the School will, in accordance with Annex E of KCSIE, ensure, as far as reasonably possible, that hosting arrangements are safe. The following guidance aims to help ensure the safety of our students on trips involving hosting:



1. Overseas partners are asked to confirm in writing that there are no safeguarding concerns over families with whom our students will stay during residential visits.
2. A risk assessment is undertaken (this may include length of the stay, knowledge of the family by any overseas partners and the age of the students). This risk assessment will document the risk factors identified and steps taken to reduce them.
3. Steps will be taken to reduce any risk identified (this may include ensuring students are seen by a member of staff every day while away from home, have access to a mobile phone with signal, and know who to contact, and how, if they have any concerns about their own safety).
4. Parents are informed in writing of the steps taken to safeguard their children whilst being hosted, and are asked to sign that they understand that the School is not in a position to undertake any specific checks on the host parents.

Where the School has not been involved in making the arrangement but staff become aware that a student may be in a private fostering arrangement, where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home, they should raise this in the first instance with the DSL. The School will notify the local authority of the circumstances, and the local authority will check that the arrangement is suitable and safe for the child. The School will also inform the Police if they have any reason to believe that the third party is failing to undertake a statutory duty.

## **POSITION OF TRUST**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a student cannot be a relationship between equals; there is potential for exploitation and harm of vulnerable young people and all staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Under the Sexual Offences Act 2003, it is also an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18 where that person is in a position of trust, even if the relationship is consensual.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer the School's Staff Handbook.

## **RECORDS**

All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded in writing.

The School's records on child protection are kept securely in the DSL's office, and are separated from routine student records. Access is restricted to the DSLs, Deputy Headteacher and the Headteacher and those authorised by the DSL, Deputy DSL and Headteacher.

## **MONITORING AND EVALUATION OF THIS POLICY**

The School monitors and evaluates its safeguarding policy and procedures through various mechanisms such as: Senior Leadership Team meetings; Pastoral Leadership Team meetings; meetings with Designated Governor; Full Governors' meetings; Governors' Pastoral Group meetings; School Council meetings; questionnaires; scrutiny of attendance data and records bullying and student misconduct; and regular review of training offered to staff, including E-safety training.