# SAFEGUARDING CHILDREN POLICY

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Appendix 5  Staffroom Poster

Appendix 6  NPCC Stay Safe poster – RUN. HIDE. TELL.

Links:

(26th March 2015)


(23rd March 2016)

Information Sharing – Advice for practitioners providing safeguarding services to children, young people, parents and carers. (HM Government July 2018) Please follow the link to this document:
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
SAFEGUARDING CHILDREN POLICY

This policy has been prepared in accordance with:


(iii) Keeping Children Safe in Education. Revised guidance September 2018.


Bruton School for Girls fully recognises its responsibilities for safeguarding children throughout the school including the Early Years Foundation Stage (that is, the Nursery and Reception class). While we strive to minimise risk, we are fully aware that safeguarding risk cannot be eliminated. The Deputy Head, Mrs Rachel Robbins, is the designated Safeguarding Lead, the Head of Prep Mrs Helen Snow, and Miss Laura James, are the designated Deputy Safeguarding Leads. Mrs Christine Davidson is the designated Welfare (Safeguarding) Governor.

This policy is designed to help us achieve our school aims and keep our children safe, happy and free from harm. It is written in accordance with the Somerset Safeguarding Children Board’s locally agreed interagency procedures. It aims to ensure that children receive the right help at the right time to address risks and prevent issues escalating, and that all are aware of the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. Our aim is always to follow statutory guidance and report all cases of abuse or neglect immediately, whilst considering at all times ‘what is in the best interests of the child.’ (KCSIE September 2018).

We recognise that safeguarding children – the action we take to promote the welfare of children and protect them from harm – is everyone’s responsibility. No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, then everyone who comes into contact with children and families has a role to play in identifying concerns, sharing information and taking appropriate and prompt action. Our policy applies to all staff, governors and volunteers working for and on behalf of the School, and the whole school community including those pupils in the Early Years Foundation Stage (EYFS). Embedded in our approach is an understanding of the importance of working in partnership with other agencies and communicating effectively within the whole school community. There are six main elements to our policy:

- Ensuring we practise safe recruitment1 in checking the suitability of staff and volunteers, visitors, contractors and agency staff to work with children.
- Ensuring that we carry out the necessary risk assessments in line with the prevent duty guidance (Risk assessment 67) ‘To assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.’ (See separate document in policies file: Prevent Self-Assessment/Action Plan.)
- Raising awareness of safeguarding issues through training, and equipping children with the skills needed to keep them safe through the content of the curriculum.
- Implementing procedures for identifying and reporting suspected cases of abuse to Somerset Safeguard Children Board, Children’s services, and identifying children and families who might benefit from early help.
- Supporting pupils who have been abused in accordance with his/her agreed child protection plan.
- Establishing a positive, supportive, secure environment in which all children can learn and develop, together with the school ethos, which promotes, in all pupils, a sense of being valued.2

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1 Staff Recruitment Policy

2 Equal Opportunities Statement
We are alert to our obligations articulated in ‘Keeping Children Safe in Education’ (September 2018). To this end, all staff will receive an annual update and will be made aware of all relevant policies and procedures, including the staff code of conduct. Keeping Children Safe in Education Part 1 and Annex A will be read by all staff members and they will be made aware of the following key topics:

- Children and the court system, when children are appearing as witnesses
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Criminal exploitation of children (County Lines)
- Domestic abuse
- Homelessness
- ‘Honour-based’ violence, including female genital mutilation, forced marriage and breast ironing
- Peer on peer abuse and sexual violence/harassment between children which should never be dismissed as ‘banter’ or ‘having a laugh’. With particular regard to children who may be especially vulnerable because of LGBT or SEND related issues.
- Contextual safeguarding (Local issues which may impact on the safeguarding of children.)

We recognise that the Director of Children’s Services, within the Local Authority has the overarching responsibility for safeguarding and promoting the welfare of children and all young people in the area.

We recognise that because of the day to day contact with children, school staff members are well placed to observe the outward signs of abuse. The School will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to, and that all school staff also feel safe and are encouraged to talk and are listened to when they have concerns about the safety and well-being of a child.
- Ensure that children who have additional/unmet needs are supported appropriately. This could include referral to the Early Help services.
- Protect children and young people in our care from maltreatment and impairment
- Include opportunities in the PSHEE curriculum and tutorial programme for children to develop the skills they need to recognise and stay safe from abuse including online. (‘Information and engagement’ - recognising children’s rights to expression and receiving information.)
- Take all reasonable measures to ensure that risks of harm to children’s welfare are minimised.
- Take all appropriate actions to address concerns about the welfare of a child, or children, through regular Welfare Team meetings, risk assessments and action plans, working in full partnership with local agencies.
- To make staff members aware of mandatory reporting requirements with regards to known cases of female genital mutilation.
- Ensure staff members have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups, through Prevent awareness training.

Obligations identified in the guidance are considered in a range of policies in place at the School.

The Staff Recruitment Policy establishes the procedures by which the school checks staff members are suitable to work with children, thus safeguarding the pupils;

Pupil health and safety is safeguarded in the School Health and Safety Policy, and the standing Health and Safety Committee which meets termly;

The safeguarding of those exposed to bullying is addressed in the School Anti-Bullying Policy, and where appropriate the ICT Acceptable Use Policy, our policy on the Taking, Storing and Using Images of Children and Appendix 3 to this policy. (See DfE Preventing and Tackling Bullying – Advice for School Leaders, staff and Governing Bodies.) Any serious bullying concerns will be referred to the Designated Safeguarding Lead and appropriate action will be taken (see Procedure for dealing with Bullying / Cyber-bullying incidents; Students’ medical well-being is safeguarded in the School’s Medical Centre policies.

1 ‘Working Together to Safeguard Children’ 2018
The availability of First Aid to students is promoted by the School's decision to train staff members to deliver First Aid in the workplace and by a range of protocols including policies on Asthma and Anaphylaxis; The security of students is safeguarded by the School Security Policy; Safeguarding of missing pupils is covered in the School's Missing Child Policy; Students are safeguarded from drugs and substance misuse by the School's Abuse of Substances Policy and the Drugs Education currently being delivered within the PSHE programme.

The safeguarding of those exposed to use of technology is covered by the School's data protection Privacy Notice, ICT Acceptable Use Policy, our policy on the Taking, Storing and Using Images of Children and Appendix 3 to this policy.

The Abuse of Position of Trust Policy makes clear staff obligations as regards the Sexual Offences Act.

We will take account of guidance issued by the Department for Education\(^1\), the National Minimum Standards for Boarding and the Independent Schools Regulations and follow the procedures set out by the Somerset Safeguarding Children Board (http://sscb.safeguardingsomerset.org.uk/):

- Ensure we have a Designated Safeguarding Lead who has received appropriate training and support for this role, currently the Deputy Head. This role includes responsibility for EYFS, supporting the Head of Sunny Hill Preparatory School. Training in safeguarding and interagency working is carried out every two years.
- Ensure we have a Deputy Designated Safeguarding Lead who has received appropriate training and support for this role, currently both Helen Snow, the Head of Sunny Hill Preparatory School and Laura James. Training in safeguarding and interagency working is carried out every two years.
- Ensure we have a nominated governor responsible for safeguarding, currently the Chairman of Governors, Mr David Batten, and our Welfare Governor, Mrs Christine Davidson. Ensure the Governing Body undertakes an annual review of the Safeguarding Policy and procedures and the efficiency with which the related duties have been discharged.
- Ensure every member of staff (including temporary and supply staff and volunteers) and governing body knows the name of the designated senior person responsible for safeguarding children and their role and who to go to in their absence.
- Ensure all staff and volunteers are trained, and understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for safeguarding children. Through annual staff training we will foster a culture of mutual respect between pupils and members of staff, with adults modeling good practice in this context.
  - Training in safeguarding is provided every year for the Headmistress and all staff as a minimum requirement.
  - The DSL and deputies receive updates to their training every 2 years. The DSL has received Prevent awareness training.
  - New staff members are given a safeguarding induction.
  - All staff and volunteers are made aware of the arrangements for safeguarding and are given a copy of KCSIE Part 1 and Annexe A, the school’s Safeguarding Policy and Staff Code of Conduct when given Safeguarding Induction Training and before working with children.
  - The following documents are made available to all staff members via the intranet and displayed on notice boards in staffroom areas and are appended to this policy:
    - The Department for Education advice for practitioners to help identify child abuse and neglect and take appropriate action in response:
      https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2 (What to do if you are worried a child is being abused 2015- Advice)
    - The Department for Education guidelines:
- Prevent Duty Guidance 23rd March 2016

\(^1\) Currently ‘Working Together to Safeguard Children’ 2018 (WTSC) and ‘Keeping Children Safe in Education’ 2018 (KCSIE)
• Ensure that parents have an understanding of the responsibility placed on the School and staff for safeguarding by setting out its obligations in the School information packs and website.

• Notify Children’s Services if there is an unexplained absence of more than 24 hours of a pupil who is in receipt of a Child Protection Plan.

• Notify the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

• Develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance at case conferences.

• Keep written, dated and signed records of concerns about children, even where there is no need to refer the matter immediately.

• Ensure all records are regularly reviewed, kept securely, separate from the main pupil file, in Pupil Welfare Files, and in locked locations accessible only to specific staff.

• Ensure that there are robust procedures to deal with allegations not only against members of staff, but against anyone who has contact with students including volunteers, the Headmistress and Governors; in the case of an allegation against the Headmistress, the chair of Governors should be informed.

• Follow procedures where an allegation is made against a member of staff or volunteer.

• Ensure safe recruitment practices are always followed for all staff and volunteers who have a role in the school including enhanced DBS checks. The following people have completed the DfE Safer Recruitment Training and have updated this training every five years (as previously required); the Headmistress, the Deputy Head, the Head of Prep, the Bursar, the Catering Manager, the Payroll Manager.

• Notify the DfE and/or any other designated authority (e.g. the DBS or the TRA) within one month when the services of a person are discontinued because they were considered unsuitable to work with children, and will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met. If an allegation is made against a Residential member of staff, ensure that person will be moved into accommodation separate from the school site.

• Clear records of investigations and outcomes of allegations are held on staff files

• Risk assess all activities organised by the school that take place off the school site. This includes ensuring that the off-site providers have undertaken appropriate DBS checks for their staff that will have contact with pupils from the school.

• Ensure that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised. In accordance with guidelines in the Prevent Duty Guidance, all visiting speakers’ details and dates of visits are recorded in the Lecture Programme Diary.

• Ensure that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

The Children Act (1989), the 2004 Children Act and Keeping Children Safe in Education 2018 confirm that the “welfare of the child is paramount”. This means that considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

Further advice on information sharing can be found in the government advice, published July 2018: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

We recognise that children who suffer any form of abuse may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school, their behaviour may be challenging or they may be withdrawn. (See DfE Behaviour and discipline in schools – January 2016, point 18). In such cases, we will liaise with other agencies that support the pupil such as Children’s Social Care, Child and Adolescent Mental Health Service, Education Attendance Service and Educational Psychology Service. We will also ensure that, should a pupil in receipt of a child protection plan move schools, their information is securely transferred to the new school immediately and that the child’s social worker is informed.

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1 KCSIE 2018
Safeguarding children who have suffered, or are at risk of suffering, serious harm and those who are in need of additional support from one or more agencies differs. The former will be reported to children’s social care immediately; the latter will lead to inter-agency assessment using local processes.

The School will endeavour to support the pupil through:

- The content of the curriculum.
- The School ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The School Behaviour and Discipline policy which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.

**Safeguarding in a Boarding School.**

As a Boarding School we will ensure that we have robust procedures in place to meet any additional requirements to the above standards and any other legislation pertinent to Boarding. We will review the National Minimum Standards annually and use them in conjunction with other key policies as recommended by the Boarding Schools Association. All Residential staff members are given the Boarding Manual on arrival.

All Boarding children are given a Welcome Booklet prior to arrival and discussion takes place with their parents to ensure their individual needs are recorded and may be met.

All Boarding staff will follow an induction programme which specifically focusses upon living and working as a Residential member of staff. This will include specific situations that a member of staff may encounter and the strategies and procedures that they should use in such circumstances. There is a nominated Governor responsible for Welfare including boarding and ensuring that the highest possible standard of care is given to Boarders. As in any area of the school, any Safeguarding concerns are to be referred directly to the DSL or Deputy DSL, both of whom are contactable 24 hours a day as required.

If an allegation is made against a Residential member of staff, the school will ensure that person will be moved into accommodation separate from the school site.

**Safeguarding in the Early Years Foundation Stage (EYFS)**

Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. The safeguarding and welfare requirements met by Bruton School for Girls, set by the Statutory Framework for EYFS, are designed to create a welcoming, safe and stimulating environment, where children are able to enjoy learning and grow in confidence.

- Staff members in the Early Years are trained to understand the Safeguarding Policy and procedures and have up to date information regarding safeguarding issues.
- Training is provided by the Designated Safeguarding Lead at the School enabling members of staff to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
- Staff members are alert to any issues for concern in the child’s life at home or elsewhere. Please see this Policy for further details.
- Members of staff in the Early Years have appropriate qualifications, training, skills and knowledge and a clear understanding of their roles and responsibilities.
- Staff members in the Early Years are given induction training to help them understand their role and responsibilities including; emergency evacuation procedures, safeguarding, child protection, equality policy and health and safety training and policy.
- Safe working practices are followed at all times. Please see the School Health and Safety Policy for details.
- It is not permitted to use personal phones and cameras within EYFS.
Supervision provides staff members with the opportunity to discuss any issues, particularly those concerning children's development or well-being, identify solutions to address issues as they arise and receive coaching to improve their personal effectiveness.

Regular staff appraisals are carried out to identify any training needs, and secure opportunities for continued professional development for staff.

Early Years staff members hold up to date Paediatric First Aid Certificates.

Early Years staff members have Health and Safety and Food Hygiene awareness training, Awareness at Work training and Fire Awareness training.

Staff: Child ratios
Staffing arrangements within EYFS meet the needs of the children in our care and ensure their safety.

In the Pre-school year and Reception year there is a teacher with Qualified Teacher Status, Early Years Professional Status or another suitable Level 6 qualification (which is full and relevant) working directly with the children. For the youngest pupils i.e those in EYFS the school follows the staff: child ratios as outlined in the 'Statutory Framework for the Early Years Foundation Stage' 2017. OFSTED will be notified of any allegations of serious harm related to the EYFS setting, as soon as is practicable, and at the latest within 14 days. OFSTED will be notified of any food poisoning affecting two or more children looked after on the premises, as soon as is practicable, and at the latest within 14 days. OFSTED will also be notified of any serious accident, illness or injury to, or death of, any child while in their care, and of the action taken, as soon as is practicable, and at the latest within 14 days.

Responsibilities

The Governors: The legal responsibility for safeguarding and promoting the welfare of children under the Education Act 2002 lies with School Governors. The Governing body fully recognises its responsibilities with regard to Safeguarding and the need to safeguard and promoting the welfare of children. They discuss, review and endorse the School's Safeguarding Children Policy, and the Headmistress' report of its working, annually and ensure that any deficiencies or weaknesses are remedied without delay.

They will:
- Ensure that an annual report is made to the governing body on safeguarding and Prevent matters as required by SSCB.
- Ensure that a copy of this report is forwarded to the SSCB Safeguarding Team.
- Ensure that all policies and procedures relating to child protection and safeguarding are reviewed and updated annually.
- Ensure that Safeguarding is discussed as an agenda point at the termly Governors meeting.
- Ensure that all members of the Governing body are fully trained in Safeguarding.

The Board of Governors discuss, review and minute the review of the annual Safeguarding report.
The Governor Responsible for Safeguarding will also meet termly with the DSL prior to the Governors meeting, in order to discuss recent events and remain fully informed and up to date with any recent events or updates in this area.

The Headmistress has a legal duty to ensure that procedures exist to ensure the proper protection of children at the School and to deal efficiently with suspicions of abuse either at home or in the School. She must be trained in safeguarding at least every two years.

The Designated Safeguarding Lead (Deputy Head) will:
- Be responsible for ensuring that the School's safeguarding children policy is updated and reviewed annually, and work with the Headmistress and SLT regarding this, drafting the policy, and presenting it for discussion by the SLT and endorsement by the Headmistress and Governors.
- Be responsible for publishing appropriate details of the policy in information documents for staff, pupils and parents.
- Be responsible for the day-to-day management of the policy and associated procedures.

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1 see Chapter 2 Working Together – 2018 and Keeping Children Safe in Education 2018. Part 2
• Act as the School’s e-safety and online safety co-ordinator and carry out the routine monitoring of computer use by pupils and staff, following up as required.

• Ensure that a risk assessment is carried out annually in accordance with Risk assessment 67 of the Prevent strategy. That is to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area. It is important to consider the level of risk to identify the most appropriate referral, which could include Channel or Children’s Social Care, for example. (See separate document in policies : Prevent Self-assessment/Action Plan)

• Ensure that all staff members are aware of the National Police Chief’s Council Stay Safe strategy against firearms and weapons attack.

• Ensure that children are safe from terrorist and extremist material when accessing the internet in school by ensuring that suitable filtering is in place. Have received regular training (updated every 2 years) in how to identify abuse and know when it is appropriate to refer a case and to whom. She will have a working knowledge of DfE procedures, and of how the Somerset Safeguarding Children Board (http://sscb.safeguardingsomerset.org.uk/) operates.

• Equip those pupils in Sixth Form and S5 who are to leave the school with strategies to protect themselves from the vulnerability of losing a sense of belonging.

• Recognise how to identify signs of abuse and know which outside child protection agency to contact in the event of a safeguarding matter coming to his/her attention.

• Be responsible for action in cases of suspected child abuse, as the first person to whom suspicions are reported by staff, and as the person who discusses the situation with the relevant agencies.

• Act as a source of advice and expertise, and coordinate action with the School over suspected cases of abuse, keeping relevant people within the School informed about any action taken and any further action required.

• Liaise with Children’s Social Care and all other relevant agencies, such as the Channel programme, as appropriate, involved in the protection of children making links with and building a good working relationship with colleagues from these agencies.

• Be aware of local issues which may impact on children at the School. (Contextual Safeguarding)

• Liaise with the Headmistress, in accordance with DfE ‘Working Together to Safeguard Children’ 2018 and ‘Keeping Children Safe in Education’ 2018 procedures, when alerted to possible or actual child abuse or an allegation against a member of staff.

• Ensure that appropriate information is available at the time of referral and that the referral is confirmed in writing under confidential cover, and ensure that a proper record is kept of any referral and action taken, and that this is kept safely and in confidence.

• Attend and contribute to a safeguarding case conference when required.

• Liaise with and support families if there is concern that their child has been abused or bullied.

• Manage and deliver staff safeguarding training to ensure the key issues (or new developments) in the field of safeguarding are communicated promptly to staff employed at Bruton School for Girls, and make sure that all staff have had training in safeguarding children, appropriate to their role in the School.

• Ensure the Headmistress and all staff members have training in safeguarding annually in line with LSCB advice to include Prevent and online safety, plus informal updates.

• Ensure temporary staff and voluntary staff who work with children are aware of the School’s arrangements.

• Provide induction training for all newly appointed staff and volunteers to include:
  1. The school’s Safeguarding Children policy
  2. Pupil behaviour policy
  3. CME policy
  4. Online safety and communications (e-safety) policy
  5. the staff code of conduct
  6. the identity of the DSL
  7. a copy of Part 1 and Annexe A of KCSIE
  8. whistle-blowing procedures/policy

• Ensure the annual review of the School’s safeguarding policies and procedures and the efficiency with which the related duties have been discharged is prepared with the Welfare (Safeguarding) Governor for consideration by the Governing body to ensure the procedures are working and that the policy complies with current best practice.
Work with Heads of Year, tutors and Admissions staff to identify and support children who are at risk of missing out on education through persistent absences.

Work with Admissions and School Office staff to ensure that every child has at least two emergency contact numbers.

Work with relevant staff to ensure that the site is safe and secure.

Work with the Bursar to ensure that the SCR is correct at all times and that safer recruitment procedures are upheld.

Attend termly DSL update meetings held by SSCB.

Ensure swift remediation of any deficiencies or weaknesses in the policy and procedures identified.

The Deputy Designated Safeguarding Leads will:

- Have received appropriate regular training at least every two years plus an annual update.
- Assist with all aspects of the role as outlined above and deputise for the Designated Safeguarding Lead as appropriate.
- Designated practitioners will be given sufficient time, funding, supervision and support to fulfil their child welfare and safeguarding responsibilities effectively.

Housemistresses will:

- Put into practice, within their houses, methods for encouraging pupils to tell someone if they are being abused physically, emotionally, sexually or by neglect.
- Assist the Welfare Team and Heads of Year in assessing risk and identifying welfare needs of children through daily written reporting of concerns (Boarding logs).

All Staff will:

- Read Part 1 and Annexe A KCSIE guidance and sign to say they have read it
- Know the School’s Safeguarding Children Policy and procedures
- Be aware of the Early Help process and understand their role in it.
- Deal with suspected or actual abuse according to the policy and with reference to the Department for Education Advice 2015 https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2
- Be aware of the School’s and of individual teacher’s statutory requirement to report all suspected cases of FGM.
- Be aware of the responsibility to tackle extremism and to be aware of the Prevent duty as laid out in the Prevent_Duty_Guidance_England_Wales.pdf. They will have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.
- Assist the Welfare Team and Heads of Year in assessing risk and identifying welfare needs of children by reporting any concerns to welfare@brutonschool.co.uk
- Assist the DSL by keeping accurate resisters and alert the Welfare Team if a child is at risk of missing out on education.
- Alert to DSL to any local issues which may impact on children at the School. (Contextual Safeguarding)

All members of staff will receive regular training in safeguarding children, updated at the start of every academic year.

Staff members have a duty to report all suspicions of abuse to the Designated Safeguarding Lead (or the Deputy Safeguarding Lead in their absence), who will then inform the Headmistress. The Headmistress will inform the Governor with responsibility for safeguarding. If the allegation involves any of the persons named here, the member of staff should report to one of the other designated persons. It then becomes the responsibility of the Designated Safeguarding Lead, working with the Headmistress, to pass these concerns on to Children’s Social Care where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

Safeguarding and the protection of children from harm, is the inescapable, personal and professional responsibility of all staff.
**The Bursar** will:
- Have oversight of the Safer Recruitment Procedures and Single Central Register and be responsible for the School’s Security Policy.

**Pupils** should:
- Be issued with guidelines on ‘What to do if you are worried’ (appendix 4 to this policy).
- Inform a trusted person within the School if they are being abused physically, emotionally, sexually, or by neglect, or if they are aware of such abuse.
- Reject the idea that disclosing abuse of any form is ‘telling tales’ and be provided with support and advocacy to assist them in putting forward their views.
- Understand that ‘banter’ can be a form of abuse and has no place in our school

**Parents** should:
- Upon request, be provided with a copy of the Policy together with appropriate guidelines.
- Be aware of the School’s Safeguarding Children Policy.
- Contact the Headmistress or Designated Safeguarding Lead if they suspect that their daughter is being abused physically, emotionally, sexually or by neglect.
- Contact the School if they are aware of any local issues which may impact on children at the School. (Contextual Safeguarding)

**Whistle-blowing**
Research indicates that adults who target children for abuse frequently seek out jobs and positions that bring them into close contact with children. Bruton School for Girls is committed to safeguarding and promoting the welfare of every child and expects the highest possible standards of openness. It recognises that the decision to report a concern can be difficult, but commends to its employees their moral and legal duties to raise any concerns if they develop. In the EYFS, staff must notify a manager of any concerns. All concerns will be treated confidentially and the School will make every effort not to reveal the identity of a ‘whistleblower’ (if an expression of concern eventually results in a prosecution the whistleblower may be required to give evidence). Furthermore, if a suspicion is voiced in good faith but not confirmed in ensuing investigations, no action will be taken against the whistleblower. Employees should be assured that the School will not tolerate harassment or victimisation of those who report a concern. Advice can be sought from the NSPCC whistleblowing helpline by calling 0800 028 0285 from 08:00 – 20:00 Monday – Friday or by emailing help@nspcc.org.uk

**Historic Abuse**
Historic abuse (also known as non-recent abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old.

The Police should be informed about allegations of crime at the earliest opportunity. Any reports of historic abuse made to Avon and Somerset Police must be to the Safeguarding Co-ordination Unit 01823 349037.

**County Lines, Cross Borders, Gangs, Trafficking and Cuckooing**
These are police terms for urban gangs supplying drugs to suburban areas and market/or coastal towns using dedicated mobile or ‘deal lines’. Gangs use children and vulnerable people to move drugs and money. Often they take over the homes of vulnerable adults and children by force or coercion in a practice referred to cuckooing. Getting involved in gang culture can have serious and potentially devastating consequences, with dealers/offenders/members not afraid to use violence. There are people themselves vulnerable and at risk of exploitation by gang members from outside the county. Any activity that deems to be suspicious, or involve drug dealing/crime/exploitation should be passed to the police on 101.

**Safeguarding Children in the Curriculum**
Bruton School for Girls seeks to raise awareness of safeguarding issues through safety education as part of the PSHEE programme, the tutorial programme and through groups where the student voice is heard such as the School Council or the Boarders’ Forum.
Pupils will be taught to:

- Recognise the range of behaviours (physical, emotional, sexual or neglectful) that can constitute ‘abuse’, including relationship abuse.
- Recognise the risks present in particular situations and to decide how to behave responsibly in that context.
- Distinguish between acceptable and unacceptable physical contact.
- Distinguish between acceptable and unacceptable social contact within the peer group; learning never to tolerate sexual harassment disguised as ‘banter’ or ‘having a laugh’.
- Understand the difference between respecting the rights and beliefs of others (equality and diversity) and identifying behaviours and practices which are harmful (for example FGM, CSE, forced marriage, hate or radicalisation; the process by which a person comes to support terrorism and forms of extremism.) This includes identifying when ‘initiation’ practices such as hazing are abusive.
- Develop effective ways of resisting pressures and to decide when and where to seek help if they are being physically, emotionally or sexually pressurised.
- Use assertiveness techniques to resist abusive pressures.
- Use ICT (including mobile telephones, emailing and social networking sites) responsibly and with due regard to their personal safety.

Equip themselves with strategies to protect themselves from being vulnerable to radicalisation, particularly when leaving behind the security of belonging to a school.
External Agencies
The name, address and telephone number of the body responsible for inspecting and safeguarding child protection issues in boarding schools is the ISI. ISI can be contacted at:
1st Floor, CAP House, 9-12 Long Lane, London  EC1 9HA.
ISI helpline: 0207 600 0100 www.isi.net

The Office of the Children's Commissioner (Anne Longfield), Sanctuary Buildings, 20 Great Smith Street, London. SW1P 3BT
Telephone 0800 528 0731 www.childrenscommissioner.gov.uk

Other agencies which may be consulted include:
Somerset County Council Children’s Social Care
Children’s Social Care 0300 123 2224. childrens@somerset.gov.uk
EDT (emergency duty team) 0300 123 23 27
Somerset Safeguarding Children Board
Somerset SCB, County Hall, Taunton TA1 4DY. http://sscb.safeguardingsomerset.org.uk/

Safeguarding Adviser for Education
Jane Weatherill  JWeatherill@somerset.gov.uk 01823 355014

Early Help Advice Hub 01823 355803

Consultation line for DSLs 0300 123 3078

LADO enquiries  Anthony Goble
Children’s Social Care- 0300 123 2224, 0845 3459122
Police Safeguarding Coordination Unit 01823 349037
safeguardingcoordinationunitsouthern@avonandsomerset.pnn.police.uk

Police non-emergency number 101

Police emergency number (including high risk Prevent enquiries) 999

Prevent Referral Team on 01179 455 536 or by emailing channelsw@avonandsomerset.pnn.police.uk.

Non-emergency DfE advice 020 7340 7264 counter-extremism@education.gsi.gov.uk

NSPCC Whistleblowing Advice Line 0800 028 0285
NSPCC helpline 0808 800 5000

Policy Review Date August 2018
Appendix 1

Safeguarding Children: Procedures for Members of Staff

1. SUSPICIONS OF CHILD ABUSE

The Designated Safeguarding Lead is responsible for safeguarding children procedures. Any reports of suspicion of child abuse should go directly to her. She decides when to report this to the appropriate agencies, if at all. The Designated Safeguarding Lead would usually do so as a matter of good practice, and always where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm.

All staff and Sixth Form students will be given guidance in good practice in Safeguarding Children, and issued with prompt cards.

Child abuse happens in all strata of society and at all ages. The perpetrator may be adult or another young person. Children have a right to be safe. Remember that making a report of suspected abuse can be the first step in preventing abuse escalating and in protecting the child from harm.

Some, such as PE and EYFS staff, are more likely than others to see signs of physical abuse; however we all have a responsibility to guard our students by noting their general physical and mental health. **All members of the School staff should be alert to the possible signs of abuse of a pupil. Abuse may take several forms, which are not mutually exclusive**:  

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

**Emotional abuse**
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 children 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 the 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, though 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

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1 Further information available from NSPCC’s child protection factsheet ‘Signs of Abuse’ [www.nspcc.org.uk/signs](http://www.nspcc.org.uk/signs) of abuse
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. The sexual abuse of children by other children is a specific safeguarding issue in education.

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); or
- ensure access to appropriate medical care or treatment.
It may also include neglect of, or unresponsiveness to a child’s basic emotional needs.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include (but is not limited to) bullying (including cyber bullying) gender based violence/sexual assaults, initiation/hazing type violence and rituals and sexting. Abusive comments, disguised as ‘banter’, should be treated seriously and not be allowed to pass as something to be treated in a light-hearted manner.
Staff should be clear about the school policy and procedures re: peer on peer abuse.

New safeguarding strategies include: hate, mental health, missing children & adults, relationship abuse.

It must be remembered that evidence shows that girls, LGBT children and vulnerable pupils with SEND are at particular risk of abuse.

- There will be other circumstances, not amounting to abuse, which give cause for serious concern about the welfare of pupils. Other concerns, such as being uncared for, engaging in antisocial or inappropriate behaviour and so on may be referred to the Designated Safeguarding Lead, who will discuss the matter with the Headmistress, and, as necessary, with Children’s Social Care. To this end, staff members have a duty to assist the Welfare Team and Heads of Year in assessing risk and identifying welfare needs of children by reporting any concerns to welfare@brutonschool.co.uk, in writing, for the record.

Further information is available at [http://sscb.safeguardingsomerset.org.uk/](http://sscb.safeguardingsomerset.org.uk/)

Signs of abuse may be obvious and sudden or a pattern of several small signs observed over a period of time. In general, be alert to behaviour unusual to age, a lack of interest, especially if sudden, isolation or introversion. Such observations should be relayed to the Designated Safeguarding Lead or the Welfare Team (welfare@brutonschool.co.uk) as part of the usual pastoral care for our students.

2. PROCEDURES

(a) Cases where abuse may have been inflicted by parents or carers

(i) Suspicion or knowledge of abuse must be reported to the Designated Safeguarding Lead or their Deputy who will share such information with the Headmistress and only relevant other staff on a ‘need to know’ basis. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.

(ii) Any adult to whom abuse is reported by a pupil has a duty to listen to the pupil, to provide
reassurance, and subsequently to record the pupil’s statements. He / she must not press the pupil, ask probing questions or suggest answers. The situation should then be reported and discussed with the Designated Safeguarding Lead who will consult with the Headmistress. The online South West Child Protection Procedures must be referred to at all stages http://www.proceduresonline.com/swcpp/somerset/index.html

(iii) Expert medical diagnosis may be required quickly. The Designated Safeguarding Lead, their Deputy or the Headmistress will arrange this following consultation with Children’s Social Care. In the case of serious harm or if a crime may have been committed, Children’s Social Care will be consulted and, if so advised, the matter will be reported to the police.

(b) Cases where abuse may have been inflicted by staff or volunteers

The School has procedures for dealing with allegations against staff (and volunteers who work with children). These procedures will be used where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm and the member of staff or volunteer has:
• behaved in a way that has harmed a child, or may have harmed a child
• possibly committed a criminal offence against or related to a child; or
• behaved towards a child or children in a way that indicates he or she would pose a risk of harm if he or she works regularly or closely with children.

If an allegation meeting the criteria above is made against a member of staff or volunteer it must be responded to; there is an obvious need to act immediately and with utmost discretion. The informant should be told that the matter will be referred in confidence to the appropriate people. This must be done, and the written record passed on the same day to the Designated Safeguarding Lead. The DSL will report safeguarding concerns to the Headmistress and where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made immediately or within 24 hours of the safeguarding issue being raised. In the case of serious harm or if a crime may have been committed, Children’s Social Care will be consulted and, if so advised by Children’s Social Care, the matter will be reported to the police. The quick resolution of an allegation must be a clear priority to all concerned, and all unnecessary delays should be eradicated.

The circumstances should be kept strictly confidential until the Headmistress has been able to consult with Somersets’s Local Authority Designated Team to judge whether or not an allegation or concern indicates possible abuse. It will always be the Children’s Social Care Team even if the student’s family home is in another county/country because the geographic location of the school is Somerset. Children’s Social Care should be informed within one working day of all allegations that come to an employer’s attention or that are made directly to the police.

If it is decided, by the Local Authority Designated Team at Children’s Social Care, that an investigation is called for, it is the responsibility of Children’s Social Care to arrange a meeting (called a Strategy Meeting) to discuss how the next steps are handled. The strategy meeting is initiated by Children’s Social Care. The strategy meeting would normally involve the Police, Children’s Social Care, the Designated Safeguarding Lead, the Headmistress and preferably a member of the Governing Body of the School. The arrangements agreed upon in the strategy meeting will include informing the parents and seeking their consent for any immediate medical examination. Discussions will be recorded in writing.

The strategy meeting will decide when the member of staff against whom the allegation has been made, should be informed and no discussion should take place about the allegation without the permission of the Children’s Social Care Team member or the strategy discussion chair, as there are restrictions on the reporting or publishing of allegations against teachers which apply up to the point where the accused

1 See DfE Keeping Children Safe in Education 2016 Part 4
2 Education Act 2011
person is charged with any offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case. The staff member against whom the allegation is made would normally be informed as soon as possible after the initial strategy meeting (or as a result of a discussion with the responsible Children’s Social Care team member).

If, at the strategy meeting, it is established that the allegation is not criminal but is still of concern it will be agreed what further action, if any, needs to be taken. At the conclusion of the investigation, if criminal proceedings don’t ensue, there is a range of possible sanctions available to the school including, where the circumstances warrant it, dismissal. These decisions will be taken by the school in conjunction the school’s legal advisers and human resources advisers. Details of all investigation and outcomes should be carefully recorded and securely stored in staff personnel files.

The strategy meeting will also recommend to the employer whether the member of staff can remain on the school site or not, pending further investigation. It is the employer’s decision alone whether suspension/leave of absence is implemented. If the allegation is against a member of staff, and the Police/Children's Social Care decide to take the case further, it is reasonable to ask the Police to give some indication of their timescales. Children’s Social Care can also advise in terms of process. If the allegation is against a member of the boarding staff and they are suspended, arrangements for alternative accommodation will be made.

There is understandable concern amongst many teachers that careers may be irreparably damaged by flimsy or malicious allegations by children. This is actually extremely rare, though some incidents do end up only as “unsubstantiated” one way or the other which is generally unsatisfactory. It is always better for a school to anticipate possible risks and to seek to prevent all reasonable risk of misunderstandings and false allegations. Proper policy and procedures are also likely to deter any individual seeking to use the school as a basis for inappropriate relationships with pupils; the Bruton School for Girls Staff Code of Conduct will be helpful. This will help staff to know what behaviours are generally considered to be inconsistent with their professional status. Infringements should then be subject to disciplinary procedures as required. All staff should be aware of DiE – Use of Reasonable Force – Revised July 2015.

It is a legal requirement to notify the DfE and DBS within one month if the services of a person are discontinued because they were considered unsuitable for work with children and meet the DBS criteria for referral. Failure to make a report constitutes an offence. Ceasing to use a person’s services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The report will include as much evidence concerning their case as possible. Failure to do so constitutes an offence and the School may be removed from the Register of Independent Schools. [Contact details for DBS: https://www.gov.uk/government/organisations/disclosure-and-barring-service/about]

Independent schools are also under a duty to consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had they not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”. Where a referral has been made to the DBS, it is not necessary for a referral also to be made to TRA, as information is shared between the two bodies. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to a TRA referral.
If there has been a substantiated allegation against a member of staff, the school will work with Children’s Social Care to determine whether there are any improvements to be made to the school’s procedures or practice to help prevent similar events in the future.

(c) **Cases where abuse may have been inflicted by the Headmistress**
If an allegation or complaint is made against the Headmistress, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Welfare Governor, without first notifying the Headmistress. Again, any such allegations will be discussed with Children’s Social Care before further action is taken.

(d) **Cases where abuse may have been inflicted by the DSL**
If an allegation or complaint is made against the DSL, the person receiving the allegation should immediately inform the Headmistress, or in her absence the Chair of Governors, or in his absence the Welfare Governor, without first notifying the DSL. Again, any such allegations will be discussed with Children’s Social Care before further action is taken.

(e) **Cases where abuse may have been inflicted by a pupil**
A student against whom an allegation of peer on peer abuse has been made as there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm’ may be suspended from the School during the investigation in accordance with the School’s Discipline and Anti-Bullying policies. The School will take advice from Children’s Social Care on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse. If it is necessary for a student to be interviewed by the police in relation to allegations of abuse, the School will be informed as soon as possible and that the student is supported during the interview by an appropriate adult. In the case of students whose parents are abroad, the student’s Guardian will be requested to provide support to the student and to accommodate him/her if it is necessary to suspend him/her during the investigation.

(f) **Disciplinary Action**
As applicable the school’s disciplinary rules and procedures may be used in conjunction with any ongoing safeguarding case. Decisions about suspension and the use of disciplinary procedures are for the Headmistress and Governors alone, but action may need to be co-ordinated where there is a wider investigation involving Children’s Social Care and/or the Police and where for example, bail condition may apply.

3. **ALLEGATIONS INVOLVING SEXUAL IMPROPRIETY**

Whenever a member of staff is informed by a pupil of an event involving sexual impropriety of any kind, whether between pupils or staff and pupils, the following steps should be taken:

(i) Listen sympathetically and afterwards briefly note the content of what was disclosed, sign and date it. Consider if this may be a case of CSE.

(ii) Contact the Designated Safeguarding Lead immediately, who will discuss with the Headmistress and, where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, decide whether Children’s Social Care and Children’s Social Care should be notified.

(iii) Once they are notified and if it is agreed that the school alone should follow up the issue, the designated Safeguarding Lead will interview the complainant and report as quickly as possible to the Headmistress, who will oversee the disciplinary aspects of the enquiry;

(iv) If Children’s Social Care seeks further investigations, they will themselves open an enquiry. This would normally involve the Police and Designated Safeguarding Lead and the Headmistress. In these circumstances, the School’s disciplinary enquiry will be suspended until cleared by Children’s Social Care.
This policy should be implemented regardless of whether the complainant is over or under 16 because of the potential for an abuse of trust. Parents should be informed as soon as possible that a referral to Children’s Social Care will be made by the Designated Safeguarding Lead, unless to do so would put the pupil at greater risk of harm. If there is any doubt, the Designated Safeguarding Lead will consult with the Police / Children’s Social Care beforehand.

4. CODE OF CONDUCT

Cordial relations between teaching staff and pupils are at the heart of a happy and thriving school. At the same time, in the interests of all parties, professional boundaries must be observed on all occasions. Guidance on how staff should conduct themselves can be found in Appendix 2 to this policy. We must all be aware of the possibility of accusations and try to avoid hazardous situations. A teacher should never speak to or touch a pupil in a manner that could be construed as having sexual overtones or that could be interpreted as a physical assault. Both the action and the intention may subsequently give rise to problems.

Good practice includes valuing and respecting children as individuals, and the adult modeling of appropriate conduct will always exclude bullying, shouting, racism or sexism.

5. REPORTING OF CONCERNS

Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

1. the conduct of a member of staff;
2. a child, parent or member of staff “disclosing” abuse;
3. bruising or evidence of physical hurt; which may or may not be accompanied by;
4. unusual behaviour by a child.

If a member of staff has such concerns they should be reported to the Designated Safeguarding Lead immediately (in person or by telephone) and confirmed in writing within 24 hours. Delay could prejudice the welfare of a child. If the concerns relate to the conduct of a member of staff these also should be reported directly to the Designated Safeguarding Lead and Headmistress; there is an obvious need to act immediately and with utmost discretion.

All allegations relating to safeguarding children concerns within the School will be dealt with according to ‘Working Together to Safeguard Children’ 2018 and ‘Keeping Children Safe in Education’ 2018 guidelines. The Designated Safeguarding Lead is trained in dealing with such allegations.

The Designated Safeguarding Lead will consider the report and where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm either refer this immediately (and certainly within 24 hours) to the authorities or, after taking appropriate advice (which may include discussing the circumstances on a confidential basis with Children’s Social Care or the Police Safeguarding Children Unit) decide not to refer the concerns to the authorities but keep a full record of the concerns. All allegations will be placed on file.

Where a member of staff, the child’s family or any other person is considered to present a risk to a child’s wellbeing, the allegation or serious concern will be reported to the (Local Authority) Designated Officer within 24 hours. If a child’s safety is at risk, the police will be informed. If there is an allegation of serious harm or abuse by anyone living, working, or looking after children on the premises, ISI will

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1 See the School’s Abuse of Position of Trust Policy
also be informed of the allegation and action taken by the School, as soon as possible and at the latest within 14 days.

6. WHAT TO DO IF A CHILD DISCLOSES

The following information is intended to assist you if you become involved in a potential safeguarding situation when a child or young person makes a disclosure. Note that this is a completely different procedure to interviewing pupils on disciplinary issues.

Always stop and listen straight away to someone who wants to tell you about incidents or suspicions of abuse. Statistics suggest that they may try up to ten times before they are heard. For a member of staff to leave unreported known or suspected abuse will be regarded as serious misconduct and could leave that member of staff open to disciplinary action.

If you can, write brief notes of what they are telling you, ensuring they are the child’s words, while they are speaking (these may help later if you have to remember exactly what was said) – and keep your original notes, however rough and even if you wrote on the back of something else (it’s what you wrote at the time that may be important later – not a tidier and improved version you wrote up afterwards!). If you don’t have the means to write at the time, make notes of what was said as soon as possible afterwards. Don’t forget to date and sign it.

Do not guarantee that you will keep what is said confidential or secret – if you are told about abuse you have a responsibility to tell the right people to get something done about it. If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know, and not without the child’s knowledge.

Don’t ask leading questions that might give your own ideas of what might have happened (for example: ‘did he do X to you’) – just ask ‘what do you want to tell me?’ or ‘is there anything else you want to say?’

Immediately tell the Designated Safeguarding Lead – do not tell other adults or young people what you have been told.

It is not your duty to investigate the matter. Under the Children Act 1989 Section 47 the Local Authority has a duty to make enquiries concerning suspicion of child abuse. The School would wish staff to co-operate in these investigations e.g. teachers can be asked to make assessments or to help a student express her wishes and feelings.

The Designated Safeguarding Lead will decide whether to refer the matter to the local social services department through Children’s Social Care on 0300 123 2224 or childrens@somerset.gov.uk, and, if so action will be taken the same day, and certainly within 24 hours.

- Listen, allow the pupil to finish without directly questioning or stopping them. Let them tell you what they want to and no more. They may need to disclose to a specialist later and too much detail now may interfere with later investigation.
- When the pupil has finished, make sure they feel secure and explain what you are going to do next.
- Write down notes, including date and time of the interview and sign the notes. Record as much as you can remember, as soon as possible (preferably immediately) afterwards, using the pupil’s own words.
- Stay calm and convey this through word and action; reassure the child or young person that you are taking what they have to say seriously.
• Report to the Designated Safeguarding Lead and give them the written record of the incident the same working day.

CONFIDENTIALITY
• The management of confidentiality is an essential factor in all issues relating to Safeguarding.
• Staff should never give pupils or adults an absolute guarantee of confidentiality, but must ensure that the information is disclosed only to the people who need to know. Make sure that this is clear early on, not sprung on the pupil at the end.
• It should be explained to children and young people that secrets cannot and should not be kept if keeping them means that they, or others, will continue to be harmed.
Further advice on information sharing can be found in the government advice, published July 2018: See: https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

7. AFTER DISCLOSURE
• STAY CALM - Try not to transmit your anger, shock, distress, or embarrassment to the child – either verbally or through body language.
• ACT AS THOUGH YOU BELIEVE IN THE CHILD
• REASSURE THE CHILD - Not your fault; glad they told you etc.
• ALLOW CHILD TO TALK / FINISH STORY
• DON’T QUESTION THE CHILD
• REPORT THE INCIDENT IMMEDIATELY TO THE DESIGNATED SAFEGUARDING LEAD, or in her absence, the Deputy Safeguarding Lead or Headmistress, passing on the notes you have made.

Explain to the child that you will need to talk to someone in another agency whose job it is to help and protect children and that they will want to talk to the child but offer to stay with the child and support them.

• Any staff should be aware of the process for making referrals to Children’s Social Care on 0300 123 2224 and for statutory assessments, such as the Early Help Assessment. Staff also have the responsibility to follow up on the referral if not being informed of the outcome by Children’s Social Care.
• Staff should know how to manage the requirement to maintain an appropriate level of confidentiality.
• If after referral a child’s situation does not seem to be improving the DSL/DDSL or referrer should press for reconsideration.
Appendix 2

Code of Conduct for Members of Staff regarding Safeguarding of Children

We all want to maintain the very good relationships that exist between staff and students in this school.

However, there are certain situations which could allow allegations of abuse to be made. You need to consider these and make up your own mind on how to conduct yourself – in the same way you would make a risk assessment for health and safety purposes. We want to ensure that your behaviour and actions do not place pupils or yourself at risk of harm or of allegations of harm to a pupil and that you have regard to the Sexual Offences Act 2003, amended 2007, with regard to Abuse of Positions of Trust.

**Good practice includes valuing and respecting children as individuals, and the adult modeling of appropriate conduct will always exclude bullying, shouting, racism or sexism.**

1. Remember that allegations of sexual abuse apply to both men and women and other young people.

2. By adhering to the School policies and the policy on Abuse of Positions of Trust you are often doing the best you can to safeguard yourself: for example, School procedure requires a female member of staff to accompany a male colleague on trips for his safety and comfort and well as theirs.

3. If lessons or discussions on a one-to-one basis cause you concern (particularly with those who may be more vulnerable), you could arrange to conduct them in a busy area of the School, have somebody else present, inform a colleague or manager, leave the door open, sit behind a desk, record the reason and circumstance of the meeting, or to delegate this task if necessary.

4. It could be unwise to offer a lift to a girl on her own.

5. It is normal to offer comfort in times of distress, but gestures of comfort and friendly contact can be misinterpreted by pupils or onlookers. In some cases, with some children, this might be unwise; you might decide it is unwise in principle. Never comfort a child without asking first.

6. Some activities require physical contact, for example where exercises or procedures need to be demonstrated in order to support a pupil so they can perform the task safely, or to assist them with an exercise. This should be done with the pupil’s agreement, and contact should be for the minimum time necessary and take place in an open environment, remaining sensitive to any discomfort expressed verbally or non-verbally by the pupil.

7. Never give absolute guarantees of confidentiality to pupils or adults wishing to tell you something serious. You can guarantee only that you will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and will not tell anyone who does not have a clear need to know.

8. Personal communication with a pupil can be misinterpreted. Members of staff should not e-mail, message or text individuals except on professional matters and never using personal email addresses or personal mobile numbers, they should always use a school email address, or school phones according to the schools ICT Acceptable Use policy. In the case of emails, copy the message explicitly to a colleague and/or the pupil’s parent. Members of staff should not accept or issue invitations from/to pupils to become ‘friends’ on a social networking site. Staff should not use personal mobile phones or cameras in the EYFS setting in the presence of the children.

9. The ICT Acceptable Use Policy gives clear instruction on the school’s view of the acceptable use of technology. It would be unwise to store images of pupils on your own equipment or data cards and any such images should be downloaded to the School’s media drive and deleted as soon as is reasonably possible. With regard to images of children, please refer to our policy on the Taking, Storing and Using Images of Children before taking any such images.
10. Physical abuse in a school context tends to focus on two areas: physical assault and restraint. Corporal punishment is forbidden and would result in a disciplinary procedure; if you feel your temper rising, it is better to detach yourself by sending or letting the pupil go out. You can follow it up later with the help of colleagues. It may be necessary to restrain a pupil for their own safety. Refer to School policy on the Use of Restraint.

11. Victimisation is often cited as emotional abuse. If a pupil accuses you of this, it is wise to discuss it with your Line Manager. Always be alert to suggestions from other people that you are not being fair to a particular child. Ensure that pupils cannot say you treat individuals differently, for example, with end of term sweets.

12. It is best practice to inform Tutors, Heads of Department and/ the Head of Year if the behaviour of a pupil is causing you concern, and this will not be regarded as a sign of professional weakness.

13. If you recognise that a child is so irritating to you that you are in danger of not being able to keep a professional detachment, discuss this with your Head of Department, the Head of Year or a member of the Senior Leadership Team.

14. Staff seeking to enter girls’ accommodation areas in the boarding houses should always knock before entering individual rooms and there are separate guidelines for work being undertaken in the boarding houses.

15. In the EYFS setting, the normal process of changing a nappy should not raise concerns. A child’s need for privacy and dignity should be respected at all times. Nappy changing should take place in the designated changing area. If there is a known risk of false allegation by a child then a risk assessment will be made and strategies to lessen the risk of false allegation will be provided. A student on placement should not change a nappy unsupervised. Staff members are encouraged to remain highly vigilant for any signs or symptoms of improper practice, as they do for all activities carried out on site.

For further advice on good professional practice see: Guidance for Safer Working Practice for Adults who work with children and Young People in Education Settings.
Appendix 3

E-Safety Policy

This policy should be read in conjunction with the ICT Acceptable Use Policy which all staff, parents and students sign up to in order to have access to, and use, the school ICT systems.

Scope of the Policy
This policy applies to all members of the school community (including staff, students/pupils, volunteers, parents/carers, visitors, community users) who have access to and are users of school ICT systems, both in and out of the school.

The Education and Inspections Act 2006 empowers Head teachers to such extent as is reasonable, to regulate the behaviour of students/pupils when they are off the school site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying, or other e-safety incidents covered by this policy, which may take place outside of the school, but is linked to membership of the school. The 2011 Education Act increased these powers with regard to the searching for and of electronic devices and the deletion of data. In the case of both acts, action can only be taken over issues covered by the published Behaviour and Discipline Policy.

The school will deal with such incidents within this policy and associated Safeguarding, Behaviour and Discipline, and Anti-Bullying policies and will, where known, inform parents/carers of incidents of inappropriate e-safety behaviour that take place out of school.

E-Safety Coordinator/Officer:
- The Deputy Head as the Designated Safeguarding Lead takes day to day responsibility for e-safety issues and has a leading role in establishing and reviewing the school e-safety policies/documents
- ensures that all staff are aware of the procedures that need to be followed in the event of an e-safety incident taking place.
- provides training and advice for staff
- liaises with the Local Authority/relevant body
- liaises with school technical staff
- undertakes monitoring and receives reports of e-safety incidents and uses the log of incidents to inform future e-safety developments,
- meets regularly with the Welfare Group to discuss current issues, review incident logs and filtering/change control logs
- attends ICT Steering Committee meetings
- reports regularly to the Senior Leadership Team
- Deals with and investigates any e-safety incidents and reports as necessary to relevant authorities following SWGfL advice and flowcharts

Curriculum
E-safety will be a focus in all areas of the curriculum and staff should reinforce e-safety messages across the curriculum. The e-safety curriculum will be broad, relevant and provide progression, with opportunities for creative activities and will be provided in the following ways:
- A planned e-safety curriculum will be provided as part of Computing/PHSEE/other lessons and will be regularly revisited.
- Key e-safety messages will be reinforced as part of a planned programme of assemblies and tutorial/pastoral activities.
• Students/pupils will be taught in all lessons to be critically aware of the materials/content they access on-line and be guided to validate the accuracy of information.
• Students/pupils will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.
• Students/pupils will be helped to understand the need for the student/pupil Acceptable Use Agreement and encouraged to adopt safe and responsible use both within and outside school.
• Staff must act as good role models in their use of digital technologies, the internet and mobile devices.
• in lessons where internet use is pre-planned, students/pupils should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in internet searches.
• Where students/pupils are allowed to freely search the internet, staff should be vigilant in monitoring the content of the websites the young people visit.
• It is accepted that from time to time, for good educational reasons, students may need to research topics (eg racism, drugs, discrimination) that would normally result in internet searches being blocked. In such a situation, staff can request that the Network Manager (or other relevant designated person) can temporarily remove those sites from the filtered list for the period of study. Any request to do so, should be auditable, with clear reasons for the need.

**Education – parents/carers**

Many parents and carers have only a limited understanding of e-safety risks and issues, yet they play an essential role in the education of their children and in the monitoring/regulation of the children’s on-line behaviours. Parents may underestimate how often children and young people come across potentially harmful and inappropriate material on the internet and may be unsure about how to respond.

The school will therefore seek to provide information and awareness to parents and carers through:

• Curriculum activities
• Letters, newsletters, web site, VLE
• Parents/Carers evenings/sessions
• High profile events/campaigns eg Safer Internet Day

Parents will countersign the ICT Acceptable Use Policy Agreement and all pupils and parents will receive a copy of the policy on the Taking, Storing and Using Images of Children.

**Education & Training – Staff/Volunteers**

It is essential that all staff using the school network receive e-safety training and understand their responsibilities, as outlined in this policy. Training will be offered, and organised by the e-safety coordinator. All new staff should receive e-safety training as part of their induction programme, ensuring that they fully understand the school e-safety policy and Acceptable Use Agreements.

**Technical – infrastructure/equipment, filtering and monitoring**

The school will be responsible for ensuring that the school infrastructure/network is as safe and secure as is reasonably possible and that policies and procedures approved within this policy are implemented. It will also need to ensure that the relevant people named in the above sections will be effective in carrying out their e-safety responsibilities. (See Network Storage and Security policy).

**Use of digital and video images**

The development of digital imaging technologies has created significant benefits to learning, allowing staff and students/pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents/carers and students/pupils need to be aware of the risks associated
with publishing digital images on the internet. Such images may provide avenues for cyberbullying to take place. Digital images may remain available on the internet forever and may cause harm or embarrassment to individuals in the short or longer term. It is common for employers to carry out internet searches for information about potential and existing employees. The school will inform and educate users about these risks and will implement policies to reduce the likelihood of the potential for harm:

- When using digital images, staff should inform and educate students/pupils about the risks associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet eg on social networking sites.
- In accordance with guidance from the Information Commissioner's Office, and in accordance with our policy on Taking, Storing and Using Images of Children, parents/carers are welcome, with permission, to take appropriate videos and digital images of their children at school events for their own personal use. To respect everyone’s privacy and in some cases protection, these images should not be published/made publicly available on social networking sites, nor should parents/carers comment on any activities involving other students/pupils in the digital/video images.
- Staff and volunteers are allowed to take digital/video images to support educational aims, but must follow school policies concerning the sharing, distribution and publication of those images. Those images should only be taken on school equipment, the personal equipment of staff, for example mobile phones and cameras, should not be used for such purposes. If for expediency personal devices are used, then any images should be downloaded to the School’s media drive and deleted as soon as is reasonably possible. It is not permitted to use personal phones within EYFS.
- Care should be taken when taking digital/video images that students/pupils are appropriately dressed and are not participating in activities that might bring the individuals or the school into disrepute.
- Students/pupils must not take, use, share, publish or distribute images of others without their permission.
- Photographs published on the website, or elsewhere that include students/pupils will be selected carefully and will comply with good practice guidance on the use of such images.
- Students’/Pupils’ full names will not be used anywhere on a website or blog, particularly in association with photographs.
- Student’s/Pupil’s work can only be published with the permission of the student/pupil and parents or carers.

Data Protection
The school’s Privacy Notice must be read in conjunction with this, the ICT AUP and adhered to at all times.
Enabling pupils to take problems or concerns to any member of staff

What to do if you have worries or concerns

This might be about anything to do with school, your school work or about personal issues.

You can talk to:
- your tutor
- the subject teacher
- your Head of Year
- a peer mentor or buddy
- your housemistress
- any other member of staff

You can contact the school counsellor directly on 01749 814406, counsellor@brutonschool.co.uk, Bryony Cranstoun.
You can call the Independent Listener on 01749 813083 (Mrs Watts).

There are also a number of independent helplines and websites:

- www.childline.org.uk 0800 1111
- www.samaritans.org 116 123
- www.al-anonuk.org.uk 020 7 403 0888
- www.talktofrank.com 0300 123 6600
- Somerset Children’s Social Care 0300 123 2224
- Children’s Legal Centre (CORAM) http://childlawadvice.org.uk/ 0300 330 5480
- The Children’s Commissioner www.childrenscommissioner.gov.uk 0800 5280731
  www.relate.org.uk 0300 0030396
  (Children and young people’s counselling)
- The Mix www.themix.org.uk 0808 8084994
- 2BU Somerset https://www.2bu-somerset.co.uk/ local LGBT support network
  07799 136552 lisa@2bu-somerset.co.uk
Appendix 5
Safeguarding Children Staffroom Poster

The safety and welfare of all our pupils at Bruton School for Girls is our highest priority. Our business is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to safeguarding the school will follow the procedures laid down by Somerset Safeguarding Children Board (SSCB) which is Somerset, together with DfE guidance contained in Working Together to Safeguard Children and Keeping Children Safe in Education. This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

In all cases of actual or suspected abuse our Designated Safeguarding Lead (DSL) must be informed and the South West Child Protection Procedures followed – these are online procedures, which are regularly updated. Key staff should upload this website to their desktop for instant access.

http://www.proceduresonline.com/swcpp/

The Designated Safeguarding Lead (DSL) will inform the Headmistress of all cases of actual or suspected abuse. The only exception to this would be if the Headmistress were implicated in the concerns, in which case the Chair of Governors would be informed.

The Welfare team can be contacted by emailing welfare@brutonschool.co.uk

Rachel Robbins, Deputy Head is the Designated Safeguarding Lead (DSL)
rrobbins@brutonschool.co.uk
» Mobile: 07505 737551
» Office: 01749 814506

Helen Snow and Laura James, are the Deputy Designated Safeguarding Leads (DDSLs).
hsnow@brutonschool.co.uk ljames@brutonschool.co.uk
» Mobile: 07980 843046 Mobile: 07581 792637
» Office: 01749 814428 Office: 01749 81409

Helen Snow, Head of Prep, is the nominated person responsible for safeguarding children within the EYFS and will liaise with the local statutory children’s agencies as appropriate. This policy also applies to the Early Years Foundation Stage children, as well as all other children at Bruton School for Girls.

David Batten is the Governor with responsibility for Safeguarding. He can be contacted via the Clerk to the Governors, Adam Harvey-Kelly.
adamhk@brutonschool.co.uk
» Office: 01749 814430

Key Numbers
Children’s Social Care - 0300 123 2224
Somerset Safeguarding Children Board
Somerset SCB, County Hall, Taunton TA1 4DY
http://sscb.safeguardingsomerset.org.uk/
Safeguarding Adviser for Education
Jane Weatherill
JWeatherill@somerset.gov.uk 01823 355014

LADO enquiries
Anthony Goble
Children’s Social Care - 0300 123 2224, 0845 3459122

DBS disclosure service
DBS customer services
PO Box 3961
Wootton Bassett
SN4 4HF
Email customerservices@dbs.gsi.gov.uk
DBS helpline 03000 200 190

DBS Confidential checking service – sensitive@dbs.gsi.gov.uk
DBS referrals helpline – O1325 953795
IN THE RARE EVENT OF a firearms or weapons attack

RUN HIDE TELL

RUN to a place of safety. This is a far better option than to surrender or negotiate. If there’s nowhere to go, then...

HIDE. It’s better to hide than to confront. Remember to turn your phone to silent and turn off vibrate. Barricade yourself in if you can. Then finally and only when it is safe to do so...

TELL the police by calling 999.
RUN  HIDE  TELL

At the moment, the issue of terrorist attacks is regularly in the news. But it’s been on our agenda for much longer.

The police and security service have been working constantly to foil terrorist attacks for years, not months.

But we are not complacent about keeping you safe.

Due to events in the UK and abroad, people are understandably concerned about a firearms or weapons attack. These attacks are very rare but in the event of such an attack, it helps to be prepared.

Remember, attacks of this nature are still very rare in the UK.

So Stay Safe, and just remember the words:

RUN.  HIDE.  TELL.

To watch the Stay Safe film, visit www.npcc.police.uk/staysafe

Information is vital. If you see or hear something that could be terrorist related, trust your instincts and call the confidential Anti-Terrorist hotline on 0800 789 321. Our specially trained officers will take it from there. Your call could save lives.

Always in an emergency, call 999.