

SAFEGUARDING & CHILD PROTECTION POLICY AND PROCEDURES

'New Hall School are committed to safeguarding and promoting the welfare of children and young people and expect all staff, volunteers and other third parties to share this commitment.'

The safety of our students is our number one priority. Any concerns or signs of abuse or neglect must be immediately reported in accordance with this policy.

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Safeguarding contacts	
Designated Safeguarding Lead Senior School (DSL)	Elizabeth Searle, Director of Boarding; (Lead DSL Senior) Chair of Safeguarding & Child Protection Committee e.searle@newhallschool.co.uk 01245 467 588 ext 415 Suzanna Minnis, Head of Girls' and Boys' Divisions s.minnis@newhallschool.co.uk 01245 467 588 ext 450 James Alderson, Head of Sixth Form; j.alderson@newhallschool.co.uk 01245 467 588 ext 279
Deputy Designated Safeguarding Leads Senior School (Deputy DSL)	James Marriott, Petre Housemaster; j.marriott@newhallschool.co.uk 01245 467 558 ext 480 Gavin Bickersteth, Head of Upper School (Boys') 01245 467 588 ext 493 Peter Kiddell, Head of Year 12/13 01245 467 588 ext 279
Any other Senior School staff trained to DSL level	Katherine Jeffrey, Principal kjeffrey@newhallschool.co.uk 01245 467 588 ext 244 Peter Reader, Teacher of Theology; p.reader@newhallschool.co.uk 01245 467 588
Designated Safeguarding Lead Preparatory School (DSL)	Carole Goodwin, Head of Preparatory Division; (Lead DSL Preparatory) carole.goodwin@newhallschool.co.uk 01245 467 588 ext 277
Deputy Designated Safeguarding Leads Preparatory School (Deputy DSL)	Alison Hilder, Head of Foundation Stage; a.hilder@newhallschool.co.uk 01245 467 588 ext 312 Robin Field, Head of Key Stage 1; r.field@newhallschool.co.uk 01245 467 588 ext 315 Alastair Moulton, Head of Key Stage 2; a.moulton@newhallschool.co.uk 01245 467 588 ext 320
Designated Practitioner with responsibility for safeguarding in Early Years	Marissa White, Pre-Reception Manager; m.white@newhallschool.co.uk 01245 467 588 ext 369
Deputy Designated Practitioner with responsibility for safeguarding in Early Years	Kerry Jeffrey, Deputy Pre-Reception Manager; k.easton@newhallschool.co.uk 01245 467 588 ext 369
Principal	Katherine Jeffrey, Principal 01245 467 588 ext 413

Safeguarding link Governor	Pauline Wilson, Governor; safeguarding@newhallschool.co.uk	
Independent Listener	Annette Wicks 01245 467 294	
Local Authority (LA) contact;		
Our school follows the safeguarding protocols and procedures of our geographical local authority	Essex County Council Essex Safeguarding Children Board: www.escb.co.uk	
The Local Authority Designated Officer (LADO)	03330 139 797 Out of Hours Social Care 0345 606 1212	
Local authority children's social care referral team	0845 6037 634	
Local authority out of hours contact number	0845 6061 212	
Local Police Emergency	999	
Local Police non-emergency	0300 333 4444	
Essex Police Prevent Team	prevent@essex.pnn.police.uk DS Mark Wilson Tel: 01245 491491, Ext:180527 Mob: 07718 669650	
Channel Police Practitioner	Rachel Harris Tel: 01245 452 196 Tess Wisbey Tel: 01245 452 196 prevent@essex.pnn.police.uk	
Channel Local Authority Chair	Heather Williams	
Location of local authority safeguarding and child protection documents in school		
Local authority documents, e.g. referral forms and related guidance can be found:	In DSL Leads and Deputy's office, HR area in the staff room, K-Drive.	
National contacts;		
NSPCC Whistleblowing Help Line	Tel: 0800 028 0285 Email: help@nspcc.org.uk	
Non-emergency DfE Prevent advice	020 7340 7264 counter-extremism@education.gsi.gov.uk	
Child Line	Tel: 0800 11 11	
National Children's Commissioner	Tel: 0800 528 0731	

1. Introduction

This policy is applicable to all students including those in early years (EYFS) and is available to all parents and carers via our school website and on request from the school office.

1.1 In line with legislation, our school will ensure that arrangements are in place to safeguard and promote the welfare of students by:

- Following the local inter-agency procedures of the Essex Safeguarding Children Board;
- Providing a safe, healthy learning environment that allows them to develop to their full potential;
- Providing students with opportunities to discuss issues and report problems affecting their safety and welfare;
- Ensuring safe recruitment practices in accordance with our Appointment of Staff & Safer Recruitment Policy;
- Ensuring robust procedures for identification and referral where there are welfare or child protection concerns;
- Monitoring and supporting students who are subject to child protection plans and contributing to the implementation of their plan;
- Raising awareness amongst staff of safeguarding and child protection issues and ensuring staff are equipped to deal with concerns;
- Teaching children to keep themselves safe, including online, and ensuring they know who to approach for help; and
- Promoting partnership with parents and professionals outside the school.

1.2 Safeguarding children describes the action we take to promote the welfare of children and protect them from harm. We believe that safeguarding children is everyone's responsibility and that everyone who comes into contact with children and families has a role to play in keeping children safe.

1.3 We define safeguarding as:

- Protecting children from maltreatment;
- Preventing impairment of children's health or development;
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes.

1.4 Safeguarding in school includes:

- ensuring student health and safety (see Health & Safety Policy);
- referring concerns or allegations about a child to the Local Authority promptly;
- safer recruitment and appropriate behaviour of staff and volunteers (see Appointment of Staff & Safer Recruitment Policy, Staff Code of Conduct, Whistleblowing policy)
- bullying (see Anti-Bullying Policy);
- all forms of abuse and neglect;
- harassment and discrimination (see the School's equality policies, including SEN Policy and Disability Policy);

- use of appropriate physical intervention;
- meeting the needs of students with medical conditions (see the School's Medical & First Aid Policy);
- providing first aid (see First Aid Policy);
- drug and substance misuse (see Drugs Alcohol and Substance Misuse Education and Procedures Policy);
- educational visits (see Educational Visits Policy);
- intimate care;
- internet safety (see Online Safety Policy and Acceptable Use of ICT policies);
- having due regard to the need to prevent radicalisation (see Appendix 1, the School's PREVENT risk assessment and the Radicalisation and Anti-Extremism Policy);
- issues which may be specific to our local area or population; and
- school security (see Working with School Visitors Policy and Supervision of Ancillary, Contract and Unchecked Visitors Policy)

1.5 This policy has been prepared in accordance with the following guidance and advice:

- 1.5.1 Keeping Children Safe in Education (2016) (KCSIE)
- 1.5.2 Working Together to Safeguard Children (2015);
- 1.5.3 Disqualification under the Childcare Act 2006 (2016);
- 1.5.4 Prevent Duty Guidance for England and Wales (2015);
- 1.5.5 Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015);
- 1.5.6 Multi-agency statutory guidance on FGM (2016);
- 1.5.7 What to do if you're worried a child is being abused: advice for practitioners (2015); and
- 1.5.8 Information sharing: advice for practitioners providing safeguarding services (2015).
- 1.5.9 UKCCIS guidance *Sexting in schools and colleges*

2. Principles

- 2.1 The child's needs are paramount, and the needs of each child will be put first so that every child receives the support they need, before a problem escalates. Where concerned about the welfare of a child, all staff members should always act in the best interests of the child and in accordance with this policy. Our DSL will ensure the child's needs are taken into account when determining what action to take and what support to provide to safeguard individual children. This will be facilitated by ensuring there are systems in place for children to express their views and to give feedback, an example of one of these systems would be the firefly safeguarding page, where direct feedback is requested from students on such things as policies. Students are always asked by staff for any verbal feedback, which is noted after issues have been resolved, these are kept on the students file. New Halls open door policy and staffs positive relationships with students also enables feedback to be given by students to staff.
- 2.2 The School will practise safer recruitment in checking the suitability of staff, Governors and volunteers (including staff employed by another organisation) to work with children and young people. See the School's separate Appointment of Staff & Safer Recruitment Policy.

- 2.3 Action will also be taken by our school to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- 2.4 We are fully aware, and implementing, our responsibility, which is also in line with our school ethos to provide a safe learning environment for children to live, learn and play to ensure that no child is left behind and all children flourish in our care.
- 2.5 Our staff will always act professionally when we come into contact with children and families so that we are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to the children.
- 2.6 All our staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, harm. All staff have a responsibility to take appropriate action, working with other services as needed.
- 2.7 We will share information in a timely way and discuss any concerns about an individual child with colleagues, and the local authority children's social care.
- 2.8 As high quality professionals, we will use our expert judgement to put the child's needs at the centre of our decision-making so that the right solution is found for each individual child.
- 2.9 We will contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for any child against specific plans, including with external agencies outside school.
- 2.10 We respect, and work in partnership with, the LSCB as they co-ordinate the work to safeguard children in our area. We make sure that our policy and practice is compliant with local procedures for child protection and safeguarding.
- 2.11 We will learn from any feedback within our school, and from any of our LSCB serious case reviews. We do this so that lessons are learned in how to best safeguard children using a child-centred approach; based on a clear understanding of the needs and views of children. We understand that we must never lose sight of the views and needs of children. We know that poor practice contributing to harm to children includes:
- failing to act on and refer the early signs of abuse and neglect;
 - poor record-keeping;
 - failing to listen to the views of the child;
 - failing to re-assess concerns when situations do not improve; and
 - lack of challenge to those who appear not to be taking action.
- 2.12 We recognise that children need the following from us: vigilance, understanding and action, stability, respect, information and engagement, explanation, support and advocacy.

3. Child Protection Procedures

- 3.1 Providing early help is more effective in promoting the welfare of children than reacting later. We are particularly alert to the potential need for early help for a child who is disabled and has specific additional needs, has special educational needs, is a young carer, is showing signs of engaging in anti-social or criminal behaviour, or whose family circumstances present particular challenges for the child (substance abuse, adult mental health problems, domestic violence), has returned home to their family from care and/or who is showing early signs of abuse and/or neglect.
- 3.2 We are aware that all our staff have a responsibility in school to identify the symptoms and triggers of abuse and neglect, to share information and work together to provide children and young people with the help they need. (See Appendix 1 for types and signs of abuse and neglect).
- 3.3 We are committed to continuing to develop our knowledge and skills in safeguarding and protecting children. Staff receive appropriate training, which is regularly updated to identify and respond early to abuse and neglect (see also Training section below).
- 3.4 **If staff are ever unsure, they must always speak to the DSL.**
- 3.5 **Early help**
- 3.5.1 A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL.
- 3.5.2 The DSL will consider the appropriate action to take in accordance with the Local Safeguarding Children Board (LSCB) referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- 3.5.3 We will liaise closely with the LSCB, including acting as lead professional to co-ordinate support, as appropriate, with the agreement of the child and their parent/carer(s), and in accordance with LSCB procedures.
- 3.5.4 If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
- 3.6 **Concerns about a child**
- 3.6.1 If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. See Appendix 4 for the procedure for dealing with allegations against staff and volunteers.
- 3.6.2 On being notified of a concern the DSL will consider the appropriate course of action in accordance with the LSCB referral threshold document. Such action may include early help or a referral to children's social care.
- 3.6.3 If it is decided that a referral is not required, the DSL will keep the matter under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

- 3.6.4 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 3.6.5 In accordance with these procedures, if a member of staff has a concern about a child, there should be a conversation with the DSL to agree a course of action where possible. However, any member of staff can make a referral to children's social care. If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

3.7 If a child is in immediate danger or at risk of harm

- 3.7.1 If a pupil 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.
- 3.7.2 Anybody can make a referral in these circumstances. See below for details on making a referral.
- 3.7.3 If a referral is made by someone other than the DSL, the DSL should be informed of the referral as soon as possible.

3.8 Female genital mutilation

- 3.8.1 Teachers must report to the police known cases of female genital mutilation (FGM) in under 18s. See Appendix 1 for further information about FGM and this reporting duty.

3.9 Making a referral

- 3.9.1 The relevant contact information is set out at the front of this policy. If the referral is made by telephone, this should be followed up in writing.
- 3.9.2 Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 3.9.3 Where the child's situation does not appear to be subsequently improving, the DSL (or the person making the referral) will press for re-consideration by children's social care services to ensure their concerns are addressed and that the pupil's situation improves. Concerns should always lead to help for the child at some point.
- 3.9.4 We will contribute to any assessment as required, providing information about the child and family. We will send a suitably senior member of staff to contribute to any strategy discussion or child protection conference, and work together to safeguard any child from harm in the future.

- 3.10 We understand that there are no absolute criteria on which to rely when judging what constitutes harm. Harm is defined as ill treatment or impairment of health and development which may include impairment suffered from seeing or hearing the ill treatment of another. We understand that our LSCB procedures require us to consider the severity of the ill-treatment which may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, the extent of premeditation, and the presence or degree of threat, coercion, sadism and bizarre or unusual elements. Sometimes a single traumatic event may constitute significant harm, such as poisoning or a violent assault. However, more often

it is a compilation of significant events, both acute and longstanding, which can change or damage a child's physical and psychological development. Some children have a family and/or social circumstances where their health and development are neglected. For them it is the corrosiveness of long-term neglect, emotional, physical or sexual abuse that causes impairment to the extent of constituting significant harm.

3.11 Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff

- 3.11.1 The School has procedures for dealing with allegations against teachers, the Principal, Governors, volunteers and other staff who work with children that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are set out in Appendix 4 and follow Part 4 of KCSIE.
- 3.11.2 Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and that such concerns will be taken seriously. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns about child protection failures internally (see the front of this policy for the relevant contact details).

3.12 Allegations against pupils

- 3.12.1 We will refer cases to the local authority when they include suspected allegations against other children as well as adults. In such cases, all students involved will be treated as 'at risk'.
- 3.12.2 The conduct of pupils towards each other will, in most instances, be covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:
- violence, including gender based violence;
 - threatening or intimidating behaviour;
 - blackmail;
 - misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
 - sexting (see Appendix 2);
 - encouraging others to engage in inappropriate sexual behaviour;
 - any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
 - bullying, including cyberbullying.
- 3.12.3 The School takes steps to minimise the risk of peer on peer abuse. The School has robust anti-bullying procedures in place (see the School's Anti-Bullying Policy) and pupils are taught at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils identified as being at risk including risks arising from behaviour in boarding houses (see the School's Risk Assessment Policy for Student Welfare).

- 3.12.4 Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable.
- 3.12.5 As a boarding school we need to be aware of the risk of peer abuse, as we care for children in a residential setting. All residential staff are aware of this risk and that it is a form of abuse to be vigilant to. It is our responsibility to monitor relations between students to ensure that no student is put in a position of risk.
- 3.12.6 Allegations against pupils should be reported in accordance with the procedures set out in this policy.
- 3.12.7 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 pupils involved including the victim(s) and the pupil(s) accused of abuse. Appropriate support will be provided to all pupils involved, including support from external services as necessary.
- 3.12.8 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. 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 pupils involved including the pupil or pupils accused of abuse.

3.13 Records

- 3.13.1 All staff will take a record, of any safeguarding related discussion with the child, with the parent, with the Principal, with the DSL/DDSL in school, as well as information provided to children's social care which will be kept confidentially on file. All decisions and actions taken with times and dates are clearly noted and signed. A central record of all safeguarding issues (including allegations against staff) must be securely held by the DSL, who is responsible for passing this record on to their successor.
- 3.13.2 See Appendix 5 for guidance on how to deal with a disclosure and recording concerns and discussions.

<h2>4. Professional Expectations</h2>
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- 4.1 Everyone who comes into contact with our children and their families has a role to play in safeguarding children. We place a high priority on identifying concerns early and provide help for children, to prevent concerns from escalating. We do this because we are acutely aware that we play a vital role in the wider safeguarding system for children. Together with our colleagues in the police, health and other children's services, we promote the welfare of children and protect them from harm.
- 4.2 Our teaching staff are aware that Teachers' Standards 2012 states that teachers, including Heads, should safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties. These standards also apply to trainees, inductees, Newly Qualified Teachers and we fully adhere to these standards with rigour; applying our school disciplinary procedures, where appropriate, in cases of misconduct.

All members of staff and volunteers are required to read our Staff Code of Conduct and sign to accept that they understand the implications for safe work with our students. This includes detailed guidance to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This also includes detail of additional safeguarding arrangements where staff engage in one-to-one teaching and meetings with pupils.

Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's Appointment of Staff & Safer Recruitment Policy for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

5. Curriculum - Teaching Pupils about Safeguarding

- 5.1 Our curriculum is flexible, relevant and engages students' interest. We use our approach to teaching and learning to promote safeguarding, including through teaching students how to stay safe, how to keep themselves from harm and how to take responsibility for their own and others' safety. Personal, social, and health education plays a crucial part in teaching children and young people to recognise dangers and harmful situations as well as increases their awareness of preventative actions they can take to keep themselves safe, including online and e-safety.
- 5.2 We recognise that our senior leadership team need to ensure that teachers incorporate elements of safeguarding into their lesson objectives and schemes of work, so that safeguarding is seen as part of wider teaching and learning. Safeguarding is also as much about students' emotional and mental well-being as it is about their physical well-being. We create a culture of care where students are tolerant and respectful of each other and accept individual differences. There is a strong approach to developing social and emotional skills in our school so that as students mature they are able to reflect on their own and other's rights and responsibilities. Children and young people have confidence in our school and trust the adults who work with them. Staff are approachable and helpful. Students feel secure and well protected, which is reflected in their positive attitudes to school.

6. Work with Parents and Carers

- 6.1 We work in partnership with parent/carer(s). In doing so, we will ensure that they are aware that our school has a duty to report concerns that we may have over the safety or well-being of a student as part of our statutory duties.
- 6.2 Parent/carer(s) will normally be kept informed as appropriate of any action to be taken under these procedures. However, parent/carer(s) will not be contacted, nor will the referral be discussed, where it is felt that to do so would place the child at an increased risk of harm,

and/or where children's social care or the LADO have advised as such. In all cases, the School will be guided by the Essex Safeguarding Children Board threshold document.

- 6.3 All our staff are aware that they may be asked to support social workers to take decisions about individual children. While in our school, our DSL plays a pivotal role. However, in their absence or the absence of the DDSL or Principal it is everyone's responsibility to take appropriate action in accordance with LSCB child protection procedures.
- 6.4 In relation to Channel referrals, the DSL will consider seeking the consent of the pupil (or their parent/guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public.

7. Confidentiality

- 7.1 Adults may have access to confidential information about children and young people with whom they work in order to undertake their responsibilities. In some circumstances they may have access to, or be given, highly sensitive or private information about the child and family. These details must be kept confidential at all times and only shared when it is in the interests of the child to do so. Such information must not be used to intimidate, humiliate, or embarrass the child or young person concerned.
- 7.2 If an adult who works with children is in any doubt about whether to share information or keep it confidential he or she should seek guidance from the Principal or DSL in school. Any actions should be in line with locally agreed information sharing protocols. The School will cooperate with police and children's social care to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.
- 7.3 While staff need to be aware of the need to listen to and support children and young people, they must also understand the importance of not promising to provide or agree confidentiality with a child. Neither will they request this of a child or young person under any circumstances.

8. Roles

8.1 The Governors

- Ensure that those with leadership and management responsibilities in the School actively promote the wellbeing of all children.
- Ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
- Ensure that the school's safeguarding & child protection policy is provided to parents.
- Ensure that the School's safeguarding arrangements take into account the procedures and practice of the Essex Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document.
- Ensure that the school operates safer recruitment procedures and makes sure appropriate checks are carried out on those who work with children.

- Ensure that the school has appropriate arrangement for dealing with concerns and allegations about staff and volunteers.
- Ensure all staff undertake the required child protection training and that mechanisms are in place to assist all staff in understanding their roles and responsibilities in relation to child protection and safeguarding.
- Ensure that the School contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans.
- Ensure that any deficiencies or weaknesses in regard to child protection arrangements are remedied without delay.
- Undertake an annual review of safeguarding (see Monitoring and Evaluation below).

The Governing Body has nominated one of its members to take leadership responsibility for the School's safeguarding arrangements. The Safeguarding Link Governor is Pauline Wilson whose contact details are set out in the Safeguarding Contacts list at the front of this Policy.

8.2 The Principal

The Principal will ensure that:

- staff are aware of their responsibility to provide a safe environment in which children can learn;
- wherever concerned about welfare of a child always to act in the best interests of a child;
- staff are fully aware of the school safeguarding and child protection policies and systems (including the school's policies on Safeguarding and Child Protection, Code of Conduct, Appointment of Staff, and Whistleblowing Policy) and that these policies and systems are fully implemented;
- all staff have a good understanding of their role in the identification and referral of safeguarding concerns and to work with other services as needed;
- the Designated Safeguarding Lead (DSL) is given sufficient time and resources to carry out their responsibilities;
- ensure that there is always cover provided on site for the DSL role in our school, in the form of a deputy designated safeguarding lead (DDSL).
- staff are released to attend child protection conferences, core group meetings and other meetings held to discuss safeguarding issues concerning students at the school;
- safer recruitment practice is followed whenever recruiting to posts or welcoming volunteers;
- the school offers a safe environment for staff and students to raise concerns about poor or unsafe practice;
- appropriate action is taken whenever an allegation is made against a member of staff; and Safeguarding issues are referred in line with local authority guidance and protocols.

8.3 Designated Safeguarding Lead (DSL)

- The role of the DSL is set out in Appendix 3.
- The DSL has the appropriate authority, and have the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters; including taking part in multiagency meetings or discussions - and/or to support staff to do so - and to contribute to the assessment of children.

- The name and contact details of the DSL are set out in the Safeguarding Contacts list at the start of this policy.
- The job description for our designated safeguarding lead covers the information contained in Appendix 3.
- The DSL and Deputy DSL may be contacted on their mobile telephones in relation to any safeguarding concerns out of School hours, ESE, JAL, CGO, JMA all are resident at school and can be contacted at any time after the formal school day has ended. During non-term time the DSL's and DDSL'S have a rota, as to whom is on duty to be contacted if necessary.
- The DSL and DDSL undertake training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role. For further details about the training of the DSL, see Appendix 3.

9. Training

- 9.1 All training will be carried out in accordance with Essex Safeguarding Children Board procedures.
- 9.2 All staff, including temporary staff and volunteers, will be provided with induction training that includes:
- this policy;
 - the Staff Code of Conduct and relevant policies in the Employment Manual
 - the role, identity and contact details of the DSL and Deputy DSL;
 - a copy of Part 1 and, where appropriate, Annex A of KCSIE; and
 - appropriate Prevent training.
- 9.3 All staff in our school will receive a copy of this policy and Part 1 and, where appropriate, Annex A of KCSIE and will be required to confirm that they have read and understand these.
- 9.4 All staff will receive annual internal refresher training (in line with advice from the LSCB) from our DSL to ensure that they are fully aware of the systems in school which support safeguarding of children. This is in addition to our more thorough three yearly safeguarding, including child protection, training which is provided to all staff following consultation with the Essex Safeguarding Children Board.
- 9.5 Staff development training will also include training on online safety and Prevent training assessed as appropriate for them by the School.
- 9.6 Additionally, the School will make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

- 9.7 The Safeguarding Link Governor and the Chair of Governors will receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- 9.8 The School has mechanisms in place to assist staff to understand and discharge their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively, including a thorough induction, reminders at staff meetings, and online training, where relevant.
- 9.9 An important aspect of keeping children safe in school is the maintenance of a positive culture which supports early identification of abuse and neglect. All staff members are aware of the signs so that they are able to identify cases of children who may be in need of help or protection. Details of the types and signs of abuse are set out in Appendix 1. Staff are advised to maintain an attitude of 'it could happen here'. All staff are provided with a business card with a reminder of our safeguarding aims and the contacts of the DSL and DDSL for quick access. They are also provided with a quick reference 'what if' card which they should have for easy access in their office or classrooms.

10. Missing Students

- 10.1 A child missing from our school, including after school club activities, is a potential indicator of abuse or neglect, so we will always follow procedures for dealing with children who go missing, particularly on repeat occasions (staff are directed to our Missing Student Policy and Appendix 1 of this policy). We monitor attendance regularly and on an ongoing basis to ensure that formal reports of any persistent absence or concerns about rising levels of poor attendance are monitored effectively and reported to external agencies for family support. We will act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

11. Looked After Children

- 11.1 Where the school welcomes a student who is looked after by the local authority, the school will nominate a suitably trained designated teacher with responsibility for looked after children. This person acts as the key link with the local authority to ensure that staff have up to date assessment information, the most recent care plan and contact arrangements with parents.

12. Use of Mobile Phones and Cameras

The School's policy on the use of mobile phones and cameras in the School, including the EYFS setting, is as follows:

- The School's Policy on the Acceptable Use of ICT sets out the expectations on pupils. In the EYFS setting, pupils are not permitted to bring mobile phones or any mobile device with a camera facility onto the premises.
- Staff and volunteers should use mobile phones and cameras in accordance with the guidance set out in the staff Code of Conduct.
- Parents may bring mobile phones onto the premises but may only take photographs during events such as plays, concerts or sporting events for personal use. Parents should be reminded

that the publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

- Parents are asked to notify the school if they do not want their child photographed at school.

13. Monitoring and Evaluation

13.1 All safeguarding policies including this policy and Appointment of Staff policy shall all be reviewed annually. These policies are available to all staff.

13.2 Reporting on any incidents is kept strictly confidential and on a need to know basis as described above.

13.3 Half-termly safeguarding team meetings are chaired by the Senior School DSL, the school's link governor for safeguarding attends one per term. These meetings are to review how the policy is implemented, share good practice, keep abreast of latest legislation.

13.4 Safeguarding is an agenda item at the weekly Preparatory and Senior Senior Leadership Team meetings to ensure that it has a high profile within the school community. Regular updates are provided by our DSL in staff meetings and they keep records of the training undertaken by each member of staff, including volunteers and student teachers. Our staff handbook provides key information and guidance so that staff know what is expected of them and how they should deal with safeguarding matters. We also maintain a detailed knowledge of student's academic and individual care needs when working with students and their families.

13.5 To assist our parents in gaining knowledge on Safeguarding we make all aware of the Government website for parents. This website <http://parentinfo.org/> gives parents advice and tips on preparing their children for adult life. On the school website is a safeguarding area for parents, to assist them in finding recommended websites and also the schools safeguarding structure. Parents are also invited in to hear outside speakers on Safeguarding topics such as E-safety.

13.6 The full Governing Body will undertake an annual review of this policy and the School's safeguarding procedures, including an update and review of the effectiveness of procedures and their implementation and the effectiveness of inter-agency working. The DSL will work with the link governor for safeguarding, preparing a written report commissioned by the full Governing Body. The written report should address how the School ensures that this policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

13.7 The full Governing Body should also consider independent corroboration, such as inspection of records or feedback from external agencies including the LADO. The full Governing Body will review the report, this policy and the implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its final approval. Detailed minutes recording the review by the Governing Body will be made.

Types of Abuse and Neglect**1 Abuse**

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

KCSIE defines the types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

One of the best ways to help children is by being aware of the signs of possible abuse. While these signs often take the form of physical injuries, behavioural indicators are also important when diagnosing abuse. A responsible adult care-giver may also display significant indicators at that point towards the presence of child abuse.

All children are liable to get scratches, bruises, bumps and cuts from time to time in the normal course of childhood activities. Therefore it is sometimes difficult to tell the difference between injuries suffered as part of a quite normal childhood and those caused by physical abuse.

The diagnosis of child abuse requires a professional assessment. The list given below is not intended to be a comprehensive tool for recognising child abuse but such signs may indicate a problem. Further and more age specific examples can be found on the NSPCC website (see link below). The Essex Safeguarding Children Board can also provide advice on the signs of abuse and the DfE advice What to do if you're worried a child is being abused (2015) provides advice in identifying child abuse.

1.1 Physical Abuse

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

- Injuries that the child cannot explain or explains unconvincingly
- Untreated or inadequately treated injuries
- Injuries to parts of the body where accidents are unlikely, such as thighs, back, abdomen
- Bruising which looks like hand or finger marks
- Cigarette burns, human bites
- Scalds and burns
- Become sad, withdrawn or depressed
- Have trouble sleeping
- Behave aggressively or be disruptive
- Show fear of certain adults

- Have a lack of confidence and low self-esteem
- Use drugs or alcohol

1.2 Emotional Abuse

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

- Excessive behaviour, such as extreme aggression, passivity or become overly demanding
- Children who self-harm, for instance by scratching or cutting themselves
- Behaviour either inappropriately adult or infantile
- Children who persistently run away from home
- Children who show high levels of anxiety, unhappiness or withdrawal

1.3 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. Signs of sexual abuse include:

- Difficulty walking or sitting
- Pain/itching/bleeding/bruising/discharge to the genital area/anus
- Urinary infections/sexually transmitted diseases
- Persistent sore throats
- Eating disorders
- Self-mutilation
- Refuses to change for gym or participate in physical activities
- Exhibits an inappropriate sexual knowledge for their age
- Exhibits sexualised behaviour in their play or with other children
- Lack of peer relationships, sleep disturbances, acute anxiety/fear
- School refusal, running away from home

2 Neglect

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

Signs of neglect include:

- The child seems underweight and is very small for their age
- They are poorly clothed, with inadequate protection from the weather
- They are often absent from school for no apparent reason
- They are regularly left alone or in charge of younger brothers or sisters

3 Specific Safeguarding Issues

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying (see below)
- children missing education (see below)
- children missing from home or care
- child sexual exploitation (see below)
- domestic violence (see below)
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) (see below)
- forced marriage (see below)
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering (see below)
- preventing radicalisation (see below)
- relationship abuse
- sexting
- trafficking

4 Bullying

Bullying is behaviour by an individual or group, normally repeated over time, that intentionally hurts another individual or group either physically or emotionally. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. racist or homophobic remarks, threats, name calling) and emotional (e.g. isolating an individual from the activities and social acceptance of their peer group). The damage inflicted by bullying can frequently be underestimated. It can cause considerable distress to children to the extent that it affects their health and development or, at the extreme, cause them significant harm (including self-harm). All settings in which children are provided with services or are living away from home should have in place rigorously enforced anti-bullying strategies. Signs of bullying:

- Depression
- Low self-esteem
- Shyness
- Poor academic achievement
- Isolation
- Threatened or attempted suicide

See the School's Anti-Bullying Policy.

5 Children Missing Education

- The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

The School shall inform 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, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this Policy if any absence of a pupil from the School gives rise to a concern about his/her welfare.

6 Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

7 Child Sexual Abuse

There are two main types of Child Sexual Abuse:

Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes, sexual touching of any part of the body whether the child's wearing clothes or not, rape or penetration by putting an object or body part inside a child's mouth, vagina or anus, forcing or encouraging a child to take part in sexual activity, making a child take their clothes off, touch someone else's genitals or masturbate.

Non-contact abuse involves non-touching activities, such as [grooming](#), [exploitation](#), persuading children to perform sexual acts over the internet and flashing. It includes, encouraging a child to watch or hear sexual acts, not taking proper measures to prevent a child being exposed to sexual activities by others, meeting a child following sexual [grooming](#) with the intent of abusing them, online abuse including making, viewing or distributing child abuse images, allowing someone else to make, view or distribute child abuse images, showing pornography to a child, sexually exploiting a child for money, power or status (child exploitation).

The school is aware of and follows the guidance given in the 'Preventing Child Sexual Abuse, the role of schools' published April 2017 by the Children's Commissioner.

8 Domestic Violence

We recognise that children who grow up in families where there is domestic violence are at increased risk of harm. It usually impacts on all aspects of a child's life only varying according to the child's resilience or otherwise to his or her own circumstances. Even where the child is not a direct target, the harm can be caused to the children by emotional abuse and/or neglect. Often this is because a victim's ability to parent effectively and protect their children is diminished through a preoccupation about their own survival. Any abusive relationship at home will have a significant impact on their children. We will be alert to the possibility of domestic violence and allow an opportunity for the abused partner to disclose. We will treat any disclosure sensitively and refer the matter to children's social care services in accordance with this policy where there are concerns about a child's welfare.

9 Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) is defined as 'all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to female genital organs for non-therapeutic reasons.' (World Health Organisation). Some cultural communities perceive that this is a cultural norm, or that it is appropriate for religious reasons.

We are aware that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity will always be shown when approaching the subject. We will always challenge such abusive cultural norms as the welfare of the child is always paramount. We recognise that FGM is not endorsed as a religious practice. It is illegal in the UK to subject any child to FGM or to take a child abroad to undergo FGM.

We are alert to indicators such as a known community who practices FGM, talk of a long holiday, excused swimming and/or PE on return for no apparent reason, the child may confide about a special ceremony, the mother may have been known to have undergone FGM or the sister may have been known to have undergone the same procedure. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools).

All staff must be aware of the requirement for teachers 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. The report should be made orally by calling 101, the single non-emergency number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance [Mandatory Reporting of Female Genital Mutilation - procedural information](#) for further details about the duty.

To help identify any student at risk we ask pastoral staff including all Health Centre staff, DSL, DDSL, Housemistresses and Heads of Year complete the online government training in FGM. All have read the Department for Health published, 'Female Genital Mutilation Risk and Safeguarding Guidance for Professionals' published 25 May 2016.

10 Forced Marriages

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

We are alert to the potential signs such as: extended absence from school, truancy, drop in academic performance, history of siblings leaving education early to marry, excessive parental restriction, low motivation, evidence of self-harm or depression, eating disorders or depression, domestic violence

or running away from home. Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#).

Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the [Multi-agency guidelines: Handling case of forced marriage](#) focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or fm@fco.gov.uk for advice and information.

11 Private Fostering

A privately fostered child is a child or young person aged up to 16 (or up to 18 if disabled) who is cared for by someone who is not a parent or close family member such as a grandparent, aunt, uncle or sibling, and where the care arrangement will last more than 28 days. Private fostering is a private arrangement between parents and the carer and normally happens where parents are working or studying away or a child is sent to the UK to live with family friends or distant relatives. In general, privately fostered children are well cared for but some arrangements may be a cover for trafficking. Schools have a legal duty to notify the local authority children's social care of any student known to be privately fostered.

12 Radicalisation and the Prevent Duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The School is committed to providing a safe space in which children, young people and staff can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.

CONTEST is the UK's counter terrorism strategy that aims to reduce the risk we face from terrorism so that people can go about their lives freely and with confidence.

CONTEST is made up of the 4 'P's: Protect, Prepare, Pursue and Prevent. PREVENT whose latest guidance was updated in 2015, aims to stop people becoming terrorists or supporting terrorism or extremism. The Workshop to raise awareness of PREVENT (WRAP) highlights the main points below: Normal social processes are used to influence us in our daily lives and we use them to influence others. Radicalisers use exactly the same processes of influence when trying to radicalise vulnerable people.

- Prevent can be applied to all forms of terrorism and extremism.
- Terrorism is a criminal issue and not a religious one. It just so happens that religion is one of the tools some criminals abuse in order to radicalise some people.
- Most terrorists and extremists will use a narrative or ideology as their way of legitimising their violent objectives. This narrative or ideology often takes the form of a distortion of history or religion, which is designed to incite anger or invoke a sense of injustice.
- There is no profile of a terrorist. Many different factors may make a person susceptible to radicalisation. Everyone is different and so a person susceptible to radicalisation may have one, all or none of the factors.

Radicalisation is a process and not a one off event. During the process it is possible to intervene to prevent vulnerable people being drawn into terrorism or extremism.

Prevent is about all front line workers working to make a difference. It is about recognising concerns, understanding what is going on and, where appropriate, making a referral. Prevent is about supporting and redirecting people, not criminalising them.

Safeguarding people from radicalisation is no different from safeguarding them from other forms of harm.

Within Prevent any visiting speaker will be vetted and suitable checks completed, this will be evidenced on the designated form. Any visitor without a DBS is supervised at all times and this would be the case with any visiting speaker. Any communication with students would only happen with a member of staff present.

CHANNEL is a multi-agency process which provides support and intervention for those who may be vulnerable to being drawn into terrorism and extremism.

Anyone can make a referral to the Channel process, for example, social services, health, education, youth offending teams, local communities. Most partner agencies will have a Prevent SPOC (single point of contact) within their organisation or referrals can be made direct to police.

For further information about Prevent, Channel, WRAP (Workshop to Raise Awareness of Prevent) and other Prevent training products you can contact the DSL.

The School has also developed a separate PREVENT Risk Assessment document.

13 Special Educational Needs and Disabilities

The School welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. See the School's Policy on Special Educational Needs and Learning Difficulties and Disability Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with a special educational need or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of this group of children. The School is mindful in particular that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's special educational need or disability without further exploration;
- pupils with a special education need or disability can be disproportionately impacted by bullying without outwardly showing any signs; and
- there may be communication barriers which are difficult to overcome to identify whether action under this policy is required.

School Procedures for Dealing with Instances of Sexting

1 Definition of Sexting

There are a number of definitions of sexting but for the purposes of this policy sexting means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

These images may be shared between young people and/or adults via a mobile phone, handheld device or website with people they may not even know.

The making, transmission or soliciting of indecent images of children is a criminal offence and this fact should be borne in mind in any incidents of sexting dealt with by the school. All sexting incidents are a child protection issue and the school's child protection policy and practices must be followed.

There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. However, it is important to apply a consistent approach when dealing with an incident to help staff, the school and the pupil. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. To clarify the problem, a social scientist has created a typology of sexting incidents. This begins with a division into two categories:

1.1 Category One - Experimental

This includes:

1. **Romantic** - child-generated images sent to another child or young person with whom they are, or wish to be, in a relationship. Although indecent, the primary aim is communication, not wider dissemination of the image or any form of coercion.
2. **Sexual Attention Seeking** - images are made and sent between or among young people who were not known to be romantic partners, or where one youngster takes pictures and sends them to many others or posts them online, presumably to draw sexual attention.
3. **Other** - cases that do not appear to have aggravating elements, like adult involvement, malicious motives or reckless misuse, but also do not fit into the Romantic or Attention Seeking sub-types. These involve either young people who take pictures of themselves for themselves (no evidence of any sending or sharing or intent to do so) or pre-adolescent children (age 9 or younger) who did not appear to have sexual motives.

1.2 Category Two - Aggravated

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of youth-produced sexual images.

This category includes:

- Adult offenders develop relationships with and seduce underage teenagers, in criminal sex offences even without the added element of youth-produced images. Victims may be family

friends, relatives, community members or contacted via the internet. The youth-produced sexual images generally, but not always, are solicited by the adult offenders.

- **Youth Only: Intent to Harm**

These are cases that:

- arise from interpersonal conflict such as break-ups and fights among friends
- involve criminal or abusive conduct such as blackmail, threats or deception
- involve criminal sexual abuse or exploitation by juvenile offenders.

- **Youth Only: Reckless Misuse**

No intent to harm but images are taken or sent without the knowing or willing participation of the young person who is pictured. In these cases, pictures are taken or sent thoughtlessly or recklessly and a victim may have been harmed as a result, but the culpability appears somewhat less than in the malicious episodes.

2 Procedures and Protocols

- If a pupil discloses that they have sent or received indecent photographs or videos of themselves or somebody under 18, the child protection procedures will be followed.
- Because of the diverse nature of sexting incidents, all cases will be dealt with sensitively and with the primary aim of keeping the child safe. Using the definitions above, a judgement will be made about whether or not the matter needs referral to an outside agency. In cases of aggravated sexting, or where an adult is known or thought to be involved, a referral to children's social care will always be made.
- If it is suspected that a device in possession of a pupil in school contains indecent images, it will be confiscated.
- If it is deemed necessary to check a phone or other device to see if indecent images are stored on it, the following protocol will be strictly followed.
NB No member of staff other than the school's DSL may view suspected indecent images on the school premises.
 - If the images are believed to be of a female pupil, the device will be searched by a Female DSL, with another DSL present.
 - If the images are believed to be of a male pupil, the device will be searched by a male DSL with another DSL present.
 - If any images are found, a written report of the content will be made. Under no circumstances will any image be copied to another device, emailed, stored on a disc or printed.
 - If the decision is made to deal with the incident in school, the pupil's parents will be informed and the pupil will receive support, counselling and advice regarding the making and distribution of indecent images. Normally the aim is to inform and protect the young person. If, however, it is a repeat occurrence, a suitable sanction may be imposed. Any other pupils affected by the incident would also receive counselling and guidance.
- In all incidents a record of the incident and actions taken will be kept in the school's child protection records.

Role of the Designated Safeguarding Lead (DSL)

The DSL must have the status and authority within our school management structure to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. It is the responsibility of the Governing Body to designate an appropriate member of senior staff.

1 Managing Referrals:

The DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to the local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and/or
- Refer cases where a crime may have been committed to the Police as required.

2 Work with Others:

- Liaise with the Principal to inform him or her of issues especially on going enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Case Manager and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

3 Training:

The DSL and the Deputy DSL have undertaken training to provide them with the knowledge and skills required to carry out the role. This training includes Prevent awareness training and will be updated at least every two years. In addition, their knowledge and skills will be refreshed at regular intervals, at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
- Are alert to the specific needs of children in need (section 17(10) Children Act 1989), those with special educational needs and young carers.
- Are able to keep detailed, accurate and secure written records of concerns and referrals.

- Understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures that we may put in place to protect them.

4 Raising Awareness:

The DSL should:

- Ensure our safeguarding policies are known, understood and used appropriately:
- Ensure our Safeguarding & Child Protection Policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the Governing Body regarding this.
- Ensure the Safeguarding & Child Protection Policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of our school in this.
- Link with the local LSCB to make sure that staff are aware of training opportunities and the latest local policies on safeguarding.

5 Raising Awareness:

- Where children leave our school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file, ensuring secure transit. Confirmation of receipt will be obtained.

Dealing with allegations against teachers, the Principal, Governors, volunteers and other staff**1 The School's Procedures**

The School's procedures for dealing with allegations made against staff will be used where the teacher, the Principal, Governor, volunteer or other member of staff 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 work regularly or closely with children.

Any allegations not meeting this criteria will be dealt with in accordance with the Essex Safeguarding Children Board procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority without delay. The LADO will be informed immediately and in any event within one working day of all allegations that come to the School's attention and appear to meet the criteria above.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the police.

2 Reporting an Allegation

The reporting requirements for allegations against a teacher, the Principal, Governor, volunteer or other member of staff are set out below. In all cases, the member of staff making the allegation may consider discussing his/her concerns with the DSL and making a referral via him/her. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

Where an allegation or complaint is made against any member of staff (other than the Principal, the DSL or Deputy DSL), a Governor or a volunteer, the matter should be reported immediately to the DSL or Deputy DSL. The allegation will be discussed immediately with the LADO before further action is taken and the DSL will notify the Principal. Where appropriate, the Principal will notify the Chair of Governors.

Where an allegation is made against the DSL or Deputy DSL, the matter should be reported immediately to the Principal. The allegation will be discussed immediately with the LADO before further action is taken and the Principal will notify the Chair of Governors.

Where an allegation or complaint is made against the Principal, the matter should be reported immediately to the Chair of Governors, without first notifying the Principal. The allegation will be discussed immediately with the LADO before further action is taken.

If it is not possible to report to the Principal or Chair of Governors in the circumstances set out above, a report should be made immediately to the DSL. The DSL will take action in accordance with these procedures and will as soon as possible inform the Principal or, where appropriate, the Chair of Governors.

The person taking action in accordance with the procedures in this Appendix is known as the "Case Manager".

3 Disclosure of information

The Case Manager will inform the accused person of the allegation as soon as possible after the LADO has been consulted.

The Parents or carers of the child[ren] involved will be informed of the allegation as soon as possible if they do not already know of it. They may also be kept informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures, and the terms on which they are made, will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the LADO advises that a strategy discussion is needed, or the police or children's social care need to be involved, the case manager will not inform the accused or the parents or carers until these agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

4 Further Action to be Taken by the School

A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take action in accordance with Part four of KCSIE and the School's employment procedures.

Where a member of boarding staff is suspended pending an investigation of a child protection nature, arrangements for alternative accommodation away from children will be made for the member of staff.

5 Ceasing to Use Staff

If the School ceases to use the services of a member of staff or volunteer because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) will not be used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School in accordance with

this policy and a referral to the Disclosure and Barring Service will be made promptly if the criteria for referral are met.

Separate consideration will be given as to whether a referral to the National College for Teaching and Leadership should be made where a teacher has been dismissed, or would have been dismissed had s/he not resigned, because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.

6 Malicious Allegations

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Principal will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy.

Where a parent has made a deliberately invented or malicious allegation the Principal will consider whether to require that parent to withdraw their child or children from the School on the basis that they have treated the School or a member of staff unreasonably.

Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate.

7 Record Keeping

Details of allegations found to be malicious will be removed from personnel records. For all other allegations, full details will be recorded on the confidential personnel file of the person accused.

An allegation proven to be false, unsubstantiated or malicious will not be referred to in employer references. In accordance with KCSIE, a history of repeated concerns or allegations which have all been found to be false, unsubstantiated or malicious will also not be included in any reference.

The School will retain all safeguarding records and relevant personnel records for so long as reasonably required.¹

¹ In accordance with the terms of reference of the Goddard Inquiry all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

1 Guidance on how to Deal with a Disclosure

There is no threshold for referral to the DSL/DDSL. A safety first approach should be adopted. Informal advice is available to all staff and to the DSL/DDSL from the LSCB.

Staff Action: All adults must respond to disclosures using non leading techniques.

1.1 Receive what is said

- Accept what you are told – you do not need to decide whether or not it is true;
- Listen without displaying shock or disbelief. Reassure the student
- Acknowledge their courage in telling;
- Remind them that they are not to blame (but avoid criticising the alleged perpetrator – young people often love adults who abuse them);
- Never promise confidentiality, only discretion;
- Reassure them, but do not promise what you may not be able to deliver ‘everything will be all right now’ (it may not be).

1.2 Responding

- Respond to what the student has said, but do not interrogate;
- Avoid leading questions such as ‘Was it your father? Did he touch your breasts?’ Questions such as these can be used by defence counsel in a subsequent court case to suggest that you ‘contaminated’ the child’s evidence.
- Ask open ended questions: ‘Do you want to tell me anything else?’ ‘And?’ ‘Yes?’
- Where necessary, clarify what has been said to you so that you are clear and able to decide whether this is an abusive situation.
- There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, while making sure that you have not inadvertently led a young person perhaps by an assumption behind a question. For example asking ‘were you sitting up or lying down when this happened?’ contains the answer in the question.
- Explain what you will do next and (where appropriate) the referral process

Receive	Reassure	Respond	Record	Refer
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1.3 Recording

- Make brief notes as soon as possible and keep securely with all other evidence
- Keep original notes, then write up subsequent record on the designated Safeguarding and child protection cause for concern form – include date, time, place. Describe observable behaviour. See Appendix 6 for Cause for Concern Form
- Record the actual words the child uses
- Sign the record using names not initials

1.4 Refer

- Refer the matter as soon as possible and in any event within 24 hours, with all relevant details including records and evidence to the DSL/DDSL
- The DSL/DDSL will ask you for the key facts in the forms contained at the end of this policy
- A decision will then be made whether to refer further by the DSL/DDSL
- Records will be kept of the action taken and by whom.

If a student 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. Anybody can make a referral in these circumstances.

Safeguarding & Child Protection Cause for Concern Form

SAFEGUARDING & CHILD PROTECTION CAUSE FOR CONCERN FORM

Please include full details of your concerns below:

Student's name:			
Class/Year and Tutor group:			
Date of concern:			
Time of concern:			
Details/Context: <i>It is essential that you distinguish between hearsay, gossip and observation. Use the exact words of the child or young person wherever possible. Give the context e.g. people involved, where it took place etc.</i>			
Witnesses:			
Signed:		Dated:	
For use by the DSL only			
Action taken by DSL (if necessary):			
Signed:			

Useful Safeguarding Contacts**Mid Essex Clinical Commissioning Group**

Address: Wren House, Colchester Road, Chelmsford, Essex CM2 5PF

Tel: 01245 459 391

Fax: 01245 449 055 (Safe Haven)

Email: meccg.safeguardingchildren@nhs.net

Mid Essex Hospitals Trust Safeguarding Children Team

Address: Broomfield Hospital, Court Road, Chelmsford, Essex CM1 7ET

Tel: 01245 514 728

Email: safeguardingchildrenmeht@nhs.net (Secure)

Provide Safeguarding Team

Address: The Crescent, Colchester, Essex CO9 9YQ

Tel: 01206 587 426 / 01206 587 427

Fax: 01245 397 767

Email: provide.safeguardingteam@nhs.net (Secure)

Sexual Assault Referral Centre (SARC)

Address: c/o Brentwood Community Hospital, Crescent Drive, Brentwood, Essex CM15 8DR

Tel: 01277 240 620

Family Operations Hub

Address: Essex House, 200 The Crescent, Colchester Business Park, Colchester, Essex CO4 9YQ

Info: Monday - Thursday 8.45am - 5.00pm / Friday 8.45am-4.30pm

Tel: 08456 037 627 / Outside office hours: 08456 061 212

Email: FOH@essex.gcsx.gov.uk

Mid Essex Clinical Commissioning Group

Address: Wren House, House, Hedgerows Business Park, Colchester Road, Springfield Chelmsford, Essex CM2 5PF

Info: Monday - Friday 9.00am-5.00pm

Tel: 01245 459 391

Fax: 01245 449 055 (Safe Haven)

Email: MECCG.safeguardingchildren@nhs.net

Designated Nurse Safeguarding Children

Name: Leila Francis

Tel: 01245 459 472 / 07875 086 090

Email: leila.francis@nhs.net

Associate Designated Nurse Safeguarding Children

Name: Rachel Cutler
Tel: 01245 398 069 / 07769 160 239
Email: rcutler@nhs.net

Named GP Safeguarding Children

Name: Dr James Booth
Tel: 01245 459 406/ 01245 459 391 / 01245 354 370
Email: james.booth1@nhs.net

Child Protection Administrator/PA to Safeguarding Team

Name: Kim Adams
Tel: 01245 459 391
Email: kimadams@nhs.net

Designated Dr -Safeguarding

Name: Dr Geetha Kugan
Tel: 01245 459 391
Email: geetha.kugan@nhs.net

Interim Head of Safeguarding

Name: Helen Mullem
Tel: 07983 156 047
Email: helenmullem@nhs.net

Domestic Abuse Specialist Practitioner

Name: Jane Reeve
Tel: 07879 497 261
Email: Jane.reeve@nhs.net

Named Nurse Child Protection

Name: Christina George
Mobile: 07580 912 539
Email: provide.safeguardingteam@nhs.net

Named Nurse Child Protection

Name: Katie Walford
Tel: 07813 993 960
Email: Katie.walford@nhs.net

Named Doctor Child Protection

Name: Dr Geetha Kugan
Address: Moulsham Grange Children's Centre Moulsham Street, Chelmsford, Essex CM2 9AH
Tel: 01245 546 306 / 01245 546 300
PA: Bridget Taylor

Named Nurse Looked After Children

Name: Joy Edwards
Tel: 01245 398 766 / 07960 609 564
Email: joy.edwards3@nhs.net

Health Advisor for Young People in Care

Name: Lisa Sitch
Mobile: 07949 259 557
Email: l.sitch@nhs.net

Specialist Safeguarding Administrator

Name: Deana Worster
Tel: 01206 587 426 / 01206 587 427 / 07817 023 246
Email: Deana.worster@nhs.net

Specialist Administration

Tel: 01206 587 284/ 285/ 286
Email: provide.safeguardingchildrenteam@nhs.net

Named Nurse Safeguarding Children

Name: Sue Wright
Tel: 01245 514 728
Pager: #6400896
Email: Susanwright3@nhs.net

Associate Named Nurse Safeguarding Children

Name: Catherine Brown (nee Brandum)
Tel: 01245 514 286
Email: catherine.brandum@nhs.net

Safeguarding Nurse St Andrews Burns

Name: Kelly Doran
Address: Broomfield Hospital, Court Road, Chelmsford, Essex CM1 7ET
Tel: 01245 516 179
Email: Kelly.doran@nhs.net

Safeguarding Adult Lead

Name: Clive Gibson
Tel: 01245 514 741 / Tel for main switchboard: 01245 362 000
Pager: #65552508
Email: clive.gibson1@nhs.net (Secure)