

SOLIHULL

Safeguarding and Child Protection Policy

Owner: Senior Deputy Headmaster
Reviewer: Assistant Head, Pastoral
Last Reviewed: October 2018

Version 8

Policy Statement

Safeguarding and promoting the welfare of children is defined 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.

Our Policy and our commitment at Solihull School is to take all reasonable measures to safeguard and promote the welfare of each pupil in our care and:

- To ensure that we practise safe recruitment by checking the suitability of staff and volunteers to work with children and young people.
- To ensure that safeguarding is everyone's responsibility.
- To safeguard children who have suffered or who are **at risk** of suffering serious harm.
- To recognise that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who are **in need** of support from the school or from other agencies.
- To record the relevant information in the school's safeguarding repository: The Watch List on our Child Protection Online Management System (CPOMS).
- To protect each pupil from any form of abuse, whether from an adult or another pupil.
- To be alert to signs of abuse both in school and from outside.
- To understand that bullying may be a child protection matter.
- To deal appropriately with every suspicion or complaint of abuse.
- To design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations.
- To support children who have been abused in accordance with his/her agreed child protection plan.
- To be alert to the safeguarding needs of children identified as being more vulnerable including those with SEND and with medical conditions.
- To understand that children who go missing from education (Section 25) are a risk group.
- To operate robust and sensible health and safety procedures.
- To take all practicable steps to ensure that school premises are as secure as circumstances reasonably permit.
- To operate clear and supportive policies on drugs, alcohol and substance misuse.
- To consider and develop procedures to deal with any other safety and welfare issue which may be specific to individual children in our school or in our local area.
- To have regard to guidance issued by the Secretary of State for Education and Skills in accordance with section 157 Education Act 2002 and associated regulations.
- To have regard to DfE guidance:
 - *Keeping Children Safe in Education (KCSIE)* (September 2018) which incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (February 2015) and the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (March 2015).
 - *Working Together to Safeguard Children* (March 2015).
 - *Prevent Duty Guidance: for England and Wales* (July 2015) (Prevent), supplemented by non-statutory advice and a briefing note:
 - *The Prevent Duty: Departmental advice for schools and childminders* (June 2015).
 - *The use of social media for on-line radicalisation* (July 2015)

1. Aims of this Policy

- To raise awareness amongst both teaching and non-teaching staff of child protection.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured, confidential, internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To promote understanding and sensitivity towards child protection.
- To support the child's development in ways which will foster security, confidence and independence.

2. Principles

Teachers are in a unique position to identify abuse in children and to provide information for the Designated Safeguarding Leads (DSL) of the school.

As professionals, we have the responsibility for the moral, social, cultural and spiritual welfare of the children in our care.

This school recognises its responsibility to communicate with the Education and Children's Services' Referral Team (0121 788 4333) whenever an allegation or disclosure of physical abuse, emotional abuse, sexual abuse or neglect, has been made, within 24 hrs of a disclosure or suspicion of abuse, in accordance with the Solihull Local Safeguarding Children Board child protection procedures. If at any time there is a risk of immediate, serious harm to a child, a referral should be made to Children's Social Care immediately. If a criminal offence may have been committed, the police will be contacted immediately.

This school recognises its duty to work with other agencies in protecting children from harm and in responding appropriately to abuse.

"The protection of the child is the over-riding aim of any intervention. Children should be seen as individuals and their rights, needs and welfare must remain paramount. In any conflict of interest this principle must be upheld."

3. Procedural Responsibilities

Members of Staff recognise their role in the welfare of children and their responsibilities if they suspect child abuse. Within school, staff should directly report any concerns about a child's welfare to one of the DSLs. Any deficiencies or weaknesses in child protection arrangements and procedures are remedied without delay.

4. Designated Safeguarding Lead (DSL)

Mrs Lisa Fair (Assistant Head: Pastoral, Senior Management Team & Designated Member of staff for *Looked After Children and the Prevent Duty*)
(fairl@solsch.org.uk) (Telephone – Ext 308 or 0121 703 2922)

Deputy Designated Safeguarding Leads

Mr Thomas Emmet (Head of 6th Form & SMT)
(emmett@solsch.org.uk) (Telephone – Ext 321 or 0121 703 2964)

Mr Michael Jones (Deputy Head of the Junior School & JMT)
(jonesm@solsch.org.uk) (Telephone – Ext 298 or 0121 703 2978)

Mr Sean Morgan (Senior Deputy Headmaster & Senior Leadership Team)
(morgans@solsch.org.uk) (Telephone – Ext 213 or 0121 703 2892)

Mrs Sarah Serle (Senior Nurse)
(serles@solsch.org.uk) (Telephone – Ext 222 or 0121 703 2901)

The DSLs will co-ordinate action on child abuse within the school, ensuring that all staff (including supply staff and volunteers) are aware of their responsibilities in relation to child protection.

- He/she will liaise with all appropriate authorities (including the Police, in cases of serious harm).
- He/she will be the first point of contact for parents, pupils, teaching and non-teaching staff, external agencies and any other matters of child protection.
- He/she will advise and act upon all suspicion, belief and evidence of abuse reported to him/her.
- He/she will keep the Headmaster informed of all actions unless the Headmaster is the subject of a complaint.

Whilst the DSLs are attached to differing sections of the School, in the event that one is unavailable, one of the others should then become the point of contact. If none of the appointed persons are available, the Headmaster would become the person to contact. If the Headmaster is also unavailable, a member of the Senior Leadership Team should be contacted – the important issue is that there is always a person with relevant training and status on site and that a concern should be raised without delay.

The Local Safeguarding Children's Board's (Solihull) thresholds are adhered to and acted upon:

- Level 1 No intervention or support required.
- Level 2 Relevant agency intervention required.
- Level 3 Multiple agency intervention required.
- Level 4 Formal intervention required by Children's Social Care.

Any member of staff or volunteer who has concerns about poor or unsafe practice either in general or in any specific case should follow the guidance given in the school's Whistleblowing Policy.

Whilst the DSL would usually make the referral it is important to note that ANY member of staff can refer their concerns to children's social care directly if desired or if the child's situation does not appear to be improving and/or the staff member is not satisfied with the DSL's handling of the matter.

Even so, normally after such a referral, the DSL would be informed unless the DSL herself/himself is the subject of the concern in which case the Headmaster should be informed.

5. Duty of Employees

Every employee of Solihull School, including the Headmaster, and volunteers at the school are under a general moral and professional duty to:

- Recognise that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

- Ensure that children receive the right help, at the right time to address risk and prevent issues escalating.
- Ensure that staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.
- Listen to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- Be aware of the school's child protection procedures and to follow them.
- Know how to access and implement the procedures, independently, if necessary.
- Keep a sufficient record of any significant complaint, conversation or event which should be dealt with as set out below (in Record Keeping).
- Report any matters of concern to a DSL. Undertake appropriate safeguarding and child protection training which is regularly updated and no less infrequently than every two years. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The specific training will include online safety including the dangers of grooming, cyber-bullying and social media, peer on peer abuse and dealing with harmful behaviours such as drug taking, alcohol abuse, and youth-produced sexual imagery sexting (advice about sexting can be found in *Advice About Sexting in Schools and Colleges* - UK Council for Child Internet Safety, August 2016).
- Be fully aware of the detail in this policy and will also have read (at least) Part One and Annex A of: *Keeping Children Safe in Education (September 2018)*.
- Adhere to the Disqualification under Childcare Act 2006 (March 2015) and Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 which concerns how people can be disqualified, and explains the effect of the Childcare (Disqualification) Regulations 2009. In our environment, this includes staff

involved in the process of before/after school childcare for those children under the age of 8, in our 'crèche-like' facilities; The Kent Library and JS Reading Room. The relevant staff are required to complete a self-certification form.

- Be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- Adhere to the contents of the Public Interest Disclosure (Whistleblowing) Policy. Members of staff should raise all/any concerns in line with the Policy. The promotion of the importance of raising concerns is everyone's responsibility.
- Understand that Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL (and deputies) should consider the context within which such incidents and/or behaviour occurs. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety/welfare. Children's social care assessments should consider such factors so it is important that the school provides as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- Read and sign-off (on an annual basis - as well as those documents referenced above):
 - ICT Acceptable Use Policy
 - E-safety & Curriculum Policy
 - Social Networking Policy
 - Mobile Telephone and Photography Policy
 - Public Interest Disclosure Policy (Whistleblowing)
 - Pupil Behaviour and Discipline Policy
 - Anti-Bullying Policy
 - Code of Conduct for All Staff
 - Code of Conduct and Practice for Teachers Policy
 - Job Description for Designated Safeguarding Leads

Members of the non-teaching staff should also report any matters of concern to a DSL or to their undersigned Line Manager who would then escort the relevant employee to a DSL (Ground Staff, Maintenance Team, Marshal Team, Admin/Bursarial Staff, HR, Development & Alumni Relations, Careers, Marketing, Library staff, Nursing Service and External Contractors - The Bursar. Visiting Music Teachers – Director of Music. Visiting Sports Coaches – Director of Sport. Technicians – relevant Academic Head of Department).

Members of School staff should always ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. For example, particular care should be taken with regard to: one-to-one tuition, sports coaching, conveying a pupil in a car or engaging in inappropriate electronic communication.

6. Signs of Abuse

Whilst no list can be comprehensive and vigilance is always required, the following may be signs of abuse (refer also to section 24):

- The pupil says he/she has been abused or asks a question which gives rise to that inference.
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries.
- The pupil's behaviour stands out from the group as being either extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour (e.g. Youth-produced sexual imagery/sexting).
- The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons.
- The pupil's development is unexpectedly delayed.
- The pupil inexplicably loses or gains weight.
- The pupil appears neglected, e.g. dirty, hungry, inadequately clothed.
- The pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

N.B. The above concerns could also be relevant when there are concerns about children who may be at risk of being drawn into terrorism. Advice can also be sought from the Channel Programme or Children's Social Care.

7. Children in Need

The school is committed to providing additional support to those children who need it. The possible needs are many and various, and include cases in which there is for example: a child with mental health concerns; a child missing education; a child who is self-harming; a child who has an eating disorder. Children with special educational needs and/or disabilities (SEND) are particularly vulnerable (and can be more prone to peer group isolation than other children) and additional pastoral support is available and provided.

There are many other possible situations and professional guidance is always sought in such cases. The school aims to address, alleviate and resolve such matters alongside appropriate external agencies.

The school demonstrates this through the strong pastoral support available, engaging external professionals and agencies as required and maintaining a log of ongoing concerns. Where it is recognised that a child needs specialist support, the school will work with agencies such as Children's Social Services, Child and Adolescent Mental Health Service (CAMHS), Cafcass and relevant medical professionals as appropriate and use inter-agency assessments such as the Common Assessment Framework and Team around the Child (TAC). *Working Together To Safeguard Children* (2015), section 21, should be consulted when assessment is required.

All staff should be aware of the early help process to support children in need, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Referrals are normally managed by the DSL who will contact the relevant local agencies when a child is identified as being in need of additional support. However, anyone may make a referral, informing the DSL as soon as possible. Wherever possible, and dependent upon the guidance received from local children's services, the parents, carers or guardians of the child concerned will be involved in the referral and the resolution of any concerns.

8. Procedures

Initial allegation

A member of staff suspecting or hearing of an allegation of abuse:

- Must listen carefully to the child and keep an open mind. Staff should not take the decision as to whether or not the abuse has taken place.
- Must not ask leading questions, that is, a question which suggests its own answer.
- Must reassure the child but give no guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information on to one of the DSLs who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should use names not initials. The record should reflect the language of the child and should not be 'translated'. The record must be kept securely and handed to the DSL.

Responding

Any member of staff who has concerns about a child must report their concerns to one of the DSLs 'without delay and certainly within 24 hours'.

In accordance with the Solihull Local Safeguarding Children Board (LSCB), the family (parents, carers or guardians) may be informed that a referral to Child's Service Referral Team will be made. However, if it is felt that informing would increase the level of significant risk to the child, the matter must be discussed with the Referral Team and their advice sought prior to any decision being made to inform parents.

Children's Service Referral and Advice Team (MASH – Multi Agency Safeguarding Hub): 0121 788 4333 or 0121 605 6060 (Out of Hours)

All referrals need to be confirmed in writing within 48 hours using the appropriate referral form.

If the suspicions in any way involve another member of staff, the matter needs to be brought to the attention of the Headmaster who will act in accordance with procedures (The Management of Allegations and Concerns Regarding the Professional Conduct of Staff).

If the suspicions in any way involve the Headmaster, advice needs to be sought from the Local Authority Child Protection representative (Designated Officer) as per procedures (Section 8). The Chair of Governors is to be informed immediately.

The Designated Officer (who should be contacted when there has been an allegation against a member of staff in relation to a child) role is currently undertaken, by Simon Stubbs, Child Protection Review Unit manager.

Whilst Simon will oversee the process, the day to day work will be undertaken by the Independent Review Officers (IROs) within the Child Protection and Review Unit. The IROs have a duty system which should ensure that any enquiries will still be answered speedily.

The contact number for LADO referrals is 0121 788 4310. It is important that you advise when telephoning that you have a LADO issue so that the staff can put you through to the duty IRO. Contact can also be made via secure email at cpru@solihull.gcsx.gov.uk please ensure that LADO referral is included in the subject heading.

N.B. (1) The above processes are also relevant when there are concerns about children who may be at risk of being drawn into terrorism. Advice can also be sought from the Channel Programme (a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism) or Children's Social Care.

N.B. (2) Whilst all staff should speak to the DSL (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police (see KCSIE, September 2018, Annex A, Page 80, for further details).

Record Keeping

Any member of staff receiving a disclosure of abuse from a child or young person, or noticing signs or symptoms of possible abuse in a child or young person, will make notes as soon as possible (within the hour if possible), writing down as exactly as possible, what was said or seen, putting the scene into context, and giving the time and location. Dates and times of events should be recorded as accurately as possible, together with a note of when the record was made. All records must be signed and dated clearly.

All records of a child protection nature (hand written or typed) will be given to the relevant DSL for safe-keeping. This includes child protection conference minutes. Access to any records will be on a "need to know" basis.

When a child who is the subject of a Child Protection Plan leaves the school, a DSL will inform the child's new school immediately and discuss with the child's key worker the transfer of any confidential information the school may hold.

9. Safe Recruitment Procedures

Solihull School operates safe recruitment procedures (including Disclosure and Barring Service (DBS) checks and compliance with the Independent Schools Standards Regulations), the details of which are contained in the Application & Recruitment procedures in the Vacancies section on the website, which also houses the Recruitment of ex-offenders policy.

At least one person on every recruitment panel will have received Safer Recruitment Training.

Solihull School is fully aware of the requirement to report to the DBS (PO Box 181, Darlington DL1 9FA, Tel. No. 01325 953795), as soon as is reasonably possible of leaving the school, any person (whether employed, contracted a volunteer or student) who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- The harm test is satisfied in respect of that individual;
- The individual has received a caution or conviction for a relevant offence, or if there is a reason to believe that the individual has committed a listed relevant offence; and
- The individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.

A referral will be considered to the Teaching Regulations Authority (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

The reasons for such a referral would be: 'unacceptable professional conduct'/'conduct that may bring the profession into disrepute' or 'a conviction at any time for a relevant offence'.

Assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

10. Allegations Against Staff

The school has procedures for dealing with allegations against staff (including Governors and volunteers 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 (KCSIE (September 2018) sets out definitions for: substantiated, malicious, false, unsubstantiated and unfounded).

These procedures should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in school that provides education for children under 18 years of age 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 **may** pose a risk of harm to children.

Allegations against staff, volunteers or the DSLs should be reported to the Headmaster without discussing or otherwise notifying the matter with any other person including the person against whom the allegation is made. The matter must then be reported to the LADO by the Headmaster. If the Headmaster is absent, the allegation should be passed to the Chairman of Governors (or Designate thereof). If the allegation concerns the Headmaster, the person receiving the allegation should immediately inform the Chairman of Governors (or Designate thereof), who has the responsibility to liaise with the LADO, without discussing or otherwise notifying the matter with any other person including the Headmaster. In cases of serious harm and/or a crime being committed, the Police should be informed from the outset. All allegations should be referred to the LADO for advice before any investigation takes place (and within 1 working day). In borderline cases, these discussions can be held informally and without naming the school or individual.

Suspension will not be an automatic response to an allegation. Full consideration will be given to all options, subject to the need to ensure:

- The safety and welfare of the pupil or pupils concerned.
- The need for a full and fair investigation.
- Support is provided for the individual accused as appropriate.

All cases of suspected abuse should be referred to the local authority children's social care and:

- The local authority designated officer (LADO) for child protection concerns (all cases which concern a member of staff);
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).

11. Allegations Against Pupils

In circumstances where there is an allegation of abuse (including sexting, youth-produced sexual imagery, banter and gender based violence/issues) by one or more pupils against another pupil, all children involved, whether alleged perpetrator or victim, will be treated as being 'at risk' and the protocols set down in this policy will be followed. A pupil against whom an allegation of abuse has been made may be excluded from the school during any investigation and the school's policy on behaviour, discipline and sanctions will apply.

The school does not tolerate bullying of any kind, recognising for example the emotionally abusive impact of cyber-bullying.

The threshold for dealing with an issue of pupil behavior or bullying under this policy, is subject to local specifics as in any other case: when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

Hence we regard bullying as well as other forms of peer on peer abuse as potentially child protection matters. If a child is suffering or is at risk of significant harm, we shall refer the matter to the LSCB and/or the police.

12. Child on Child Sexual Violence and Sexual Harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. In recognition of this, the DoE has published detailed advice for schools; *Sexual violence and sexual harassment between children in schools and colleges*, May 2018.

Ultimately, any decisions are for the school to make on a case by case basis with the DSL (or a Deputy) taking a lead role and using their professional judgement, supported by other agencies, such as children's social care and the police if required.

When there is a report of sexual violence, the DSL (or Deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment (to be kept under review and include measures in place to

protect all pupils and keep them safe) should be considered on a case by case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and
- All of the other children (and if appropriate, staff) at school, especially any actions that are appropriate to protect them;

The DSL (or Deputy) should engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that a professional risk assessment by social workers and/or sexual violence specialists will be required. Any report of sexual violence/harassment should be carefully considered. The DSL (or Deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context.

There are 4 likely scenarios for the school to consider when managing any reports of sexual violence/harassment (further detail, KCSIE, September 2018, Pages 66-68):

- Manage internally
- Early Help
- Referral to Children's Social Care
- Reporting to the Police (any report likely to be in parallel with a referral to children's social care).

Safeguarding and supporting the victim

(Further detail, KCSIE, September 2018, Pages 70-72)

Should consider:

- Age, development, nature of allegations (including power imbalance), potential further risk and needs/wishes of the victim.
- Support should be tailored on a case by case basis and could include liaising with Children and Young People's Independent Sexual Violence Advisors (ChISVAs) (signposted by police/social care agencies)

Safeguarding and supporting the alleged perpetrator
(Further detail, KCSIE, September 2018, Pages 73-74)

Should consider:

- Age, development, nature of allegations (including power imbalance), potential further risk and needs/wishes of the victim.
- Balance (safeguarding victim/others against providing the alleged perpetrator with an education).
- Proportionality of the response (advice to be taken from children's social care, specialist sexual violence services and the police).
- The importance of liaising with another educational establishment where appropriate.

13. Suspected Harm From Outside School

A member of staff who suspects that a pupil has been suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questioning. A sufficient record should be made of the conversation (as previously outlined) and he or she should refer the matter immediately to a DSL.

14. Use of Physical Intervention

Teachers and other staff in schools have the right to use reasonable force to control or restrain pupils in certain circumstances: Section 550A of the Education Act 1996. Members of staff to refer to policy on 'Use of Force to Restrain', found in the 'Staff Only' section, Policies.

Additional guidance on the use of restrictive physical interventions with children who display extreme behaviour is contained in DfE document LEA/O242/2002.

It is important to allow children to do what they can for themselves, but depending on age and circumstances (i.e. a child who is hurt, a child who needs instruction in the use of a particular instrument/piece of equipment, safety issues such as the need to prevent a child hurting themselves, running in to the road) it may be necessary for some physical contact to take place.

15. Abuse of Trust

The Sexual Offences (amendment) Act 2003 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but less than 18 years of age.

The principle of equality embedded in the legislation applies irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust. Any concern raised by a parent, child or young person will be listened to

and taken seriously in accordance with Solihull's procedures for those working with children.

'Grooming' a child or person under 18 with a view to a future sexual relationship is an offence.

16. The Curriculum

Through effective curriculum, its delivery and a caring ethos, we should be continually preparing pupils to take care of themselves and develop the necessary skills that will eventually enable them to grow into responsible members of the community. Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum. Particular attention should be paid to school practices to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. Children should understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

The principles embedded in this policy link into other policies relating to: Health, PSHE, Bullying, Equal Opportunities.

17. Assistance for Pupils

Pupils in the school are regularly made aware of those members of staff who may be of particular help to them: Tutors, Heads of Year, Heads of Section, Assistant Head Pastoral, Deputy Head of the Junior School, School Nurses, School Counsellor Chaplain, Senior Deputy Headmaster, DSL, Deputy DSLs, Head of the Junior School and Headmaster. Of course, a pupil may choose to contact any member of staff about an issue pertaining to themselves, or another. Further support can be offered by the school's Independent Listener and helplines (Childline and Samaritans) are advertised around the school.

18. E-Safety

Please refer to the Policies Folder in 'Staff Only' where the following policies are available:

- Social Networking Policy.
- Mobile Telephone and Photography Policy.
- ICT – Acceptable Use Policy.

N.B. An IT filtering system (SMOOTHWALL) is in place to keep children safe when accessing the internet at school. The system also filters on search terms and also allows for terms to be added for filtration purposes, e.g. The words/terms used in ISIL propaganda (which have been added) in line with the Prevent Duty requirements.

19. Training

This school is committed to supporting and training all staff in matters of child protection. The DSLs will liaise with the appropriate person in the Local Authority with respect to ensuring that all staff have access to appropriate training.

- The DSLs will attend training at least every two years in child protection and inter-agency work.
- All staff (including the Headmaster and volunteers in regulated activity) will receive training in safeguarding children at least every three years.

- All newly appointed (including temporary) members of staff and volunteers receive induction training in the school's safeguarding and child protection procedures. Training will take the form of a video presentation, PowerPoint, instructions on Policy reading and implementation as well as wider safeguarding responsibilities and specific reference to the following:
 - The Safeguarding & Child Protection Policy
 - The Staff Behaviour/Code of Conduct Policy
 - The Pupil Behaviour and Discipline Policy
 - Public Interest Disclosure Policy (Whistleblowing)
 - The identity and responsibilities of the DSL and Deputy DSLs
 - The latest edition of KCSIE (Part 1, 5 & Annex A)

As well as the main points of:

- Prevent Duty (risk assessment and identifying pupils at risk)
- The school's Anti-Bullying and e-Safety Policies
- Local safeguarding procedures as laid down by the school's LCSB.

20. Governors

Whilst all members of the Governing Body have collective responsibility for all the matters reserved to them, the Board has considered it appropriate to nominate an individual governor specifically to liaise with the DSL and her deputies and generally to oversee matters concerning safeguarding & child protection. The Governing Body should ensure an appropriate senior member of staff, from the school leadership team is appointed to the role of Designated Safeguarding Lead.

All members of the Governing Body receive reports, presentations and appropriate training in order to understand and fulfill their obligations in this area, ensuring that the school has a safeguarding and child protection policy that is reviewed at least annually, and that safeguarding and child protection matters are on the agenda of every full meeting of the Governing Body.

The Designated Governor meets more regularly with the DSL and deputies and other senior executives of the school, receiving more advanced training and reporting back on safeguarding and child protection matters to the Governing Body as a whole.

The Governor review relates to both policy and procedures (effectiveness and implementation) and of the efficiency with which the related duties have been discharged. After any Governor review, any deficiencies or weaknesses in safeguarding and child protection arrangements are to be remedied without delay.

The Chairman of Governors (or in his absence, a delegate, thereof) has the Governing Body's authority to liaise directly with the LADO and Children's Services should it be so required.

Chairman of Governors: Mr MT Hopton (clerk@solsch.org.uk)

Designated Governor for Safeguarding: Dr H M Gay

21. Visiting Speakers

All requests for outside speakers (be this from a pupil or member of staff) must firstly be discussed with the Assistant Head (Co-Curricular) and the Headmaster.

The school will undertake a risk assessment before agreeing to a Visiting Speaker attending the school. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant. The school may also conduct research on the Visiting Speaker and/or their organisation, as appropriate. The school will not use a Visiting Speaker where any link is found to extremism, such as extremist groups and movements.

The school will obtain an outline of what the speaker intends to cover in advance of the visit. In some cases, the school may also request a copy of the presentation and/or footage in advance of the session to ensure it is appropriate to the age and maturity of the pupils to be in attendance and does not undermine British values or the ethos and values of the school.

The member of staff organising the Visiting Speaker will complete the required information contained with the Pastoral Database, highlighting the background checks that have been carried out. Any unsupervised access to pupils will be highlighted to the Bursar, who will ensure relevant safeguards are implemented before the Visiting Speaker attends the school. Any information gathered will be kept in accordance with the school's Data Protection Policy.

A member of school staff will be present during the visit/talk and will monitor what is being said to ensure that it aligns with the values and ethos of the school and British values. In the unlikely event that the talk/presentation does not meet this requirement, Visiting Speakers will be informed that school staff have the right and responsibility to interrupt and/or stop a presentation. The member of staff will report this to the Headmaster or in his absence, the Bursar as soon as reasonably practicable after the talk/visit.

Visiting Speakers will be supervised by a school employee whilst on site. At no point will a Visiting Speaker be left unsupervised on site whilst pupils are present.

All Visiting Speakers should be directed to the main school reception. On arrival at the school, Visiting Speakers will be required to show an original current identification document including a photograph such as a passport or photo card driving licence and will be asked to sign the visitors' book. The Visiting Speaker will be issued with a visitors' badge which they must wear at all times whilst on school site. Visiting Speakers will also be briefed on the school's Safeguarding Policy and relevant Health and Safety information.

22. Useful Contacts

- Children's Services 0121 788 4300
- Child Protection Unit 0121 788 4310
- LADO Referrals 0121 788 4310
- Police Family Protection Unit 0121 712 6143
- NSPCC Young Person's Centre 0121 770 3000
- NSPCC Child Protection Helpline: 0808 800 5000
- NSPCC website: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect>.
- LA Prevent Lead (Chris Palmer) 0121 704 8282
- Security and Partnership Officer:
(WM Counter terrorism) 07825 112414
- Senior Adviser: (Safeguarding and
Vulnerable Children) (Lorraine Lord) 0121 704 6620
- Local Police 101(999 for Emergencies)
- DfE helpline for staff and
governors (non emergency) 0207 3407264

- Counter-extremism@education.gsi.gov.uk
- Childline: Tel: 0800 1111: www.childline.org.uk
- Ofsted offers impartial advice and guidance on a special 'whistleblowing' helpline 08456 404046.

23. Supporting Documents

- Local Safeguarding Children Board Child Protection Procedures 2015.
- Working Together to Safeguard Children March 2015.
- What to do if you are worried that a child is being abused March 2015.
- Managing Allegations against employees (KCSIE 2018, Part 4).
- Keeping Children Safe in Education (September 2018).
- SEND Code 2015.
- Mental Health and Behaviour in Schools (March 2015).
- Counselling in Schools: a blueprint for the future (March 2015).
- *Advice About Sexting in Schools and Colleges* - UK Council for Child Internet Safety, August 2016).
- *Sexual violence and sexual harassment between children in schools and colleges*, D of E, May 2018.

24. Purpose, Monitoring and Availability

The purpose of this policy is to communicate to all those working in school their responsibilities. It is in accordance with locally agreed inter-agency procedures and is made available to parents on the School website. Hard copies are also available on request. It is to be reviewed annually at during term 1 of the academic year to ensure it complies with recent legislation and a report shall be presented to the Governing Body.

25. Types of Abuse and Neglect and their Signs and Symptoms

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. They may be abused by an adult or adults or another child or children.

The Department of Education Keeping Children Safe in Education (September 2018, Part 1, Page 14) describes 4 categories of abuse:

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.

N.B. A child going **missing from education** is a potential indicator of abuse or neglect (which may include sexual abuse or exploitation and child criminal exploitation) and can act as a vital warning sign of a range of safeguarding possibilities. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or

risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. All staff to follow the appropriate procedures for dealing with unauthorised absence and children who go missing from education

The school is aware of its obligation to 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.

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.

N.B. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting, harmful consequences.

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

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, or indeed any form of HBV. There is a range of potential indicators that a child or young person may be at risk of FGM or of a forced marriage, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. It is mandatory for our school to report to the police cases where we suspect or discover that an act of FGM appears to have been carried out. Our school activates local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Warning signs that FGM may be about to take place, or may have already taken place, include:

- A female child is born to a woman who has undergone FGM.
- A female child has an older sibling or cousin who has undergone FGM.
- A female child's father comes from a community known to practise FGM.
- The family indicate that there are strong levels of influence held by elders and/or elders are involved in bringing up female children.
- A woman/family believes FGM is integral to cultural or religious identity.
- A girl/family has limited level of integration within UK community.
- Parents have limited access to information about FGM and do not know about the harmful effects of FGM or UK law.
- A girl confides to a professional that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl talks about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents state that they or a relative will take the girl out of the country for a prolonged period.
- A parent or family member expresses concern that FGM may be carried out on the girl.

- A family is not engaging with professionals (health, education or other).
- A family is already known to social care in relation to other safeguarding issues.
- A girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM.
- A girl talks about FGM in conversation, for example, a girl may tell other children about it – it is important to take into account the context of the discussion.
- A girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHEE) education or its equivalent.
- A girl is unexpectedly absent from school.
- Sections are missing from a girl's Red book and/or a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Note: The concerns listed above are not exhaustive.

It is important that professionals look out for signs that FGM has already taken place so that:

- The girl affected can be supported to deal with the consequences of FGM.
- Enquiries can be made about other female family members who may need to be safeguarded from harm.
- Criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

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.

It is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives. Possible indicators:

Physical: damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain.

Behavioural

- Sexual knowledge inappropriate for age; sexualised behaviour or affection inappropriate for age.
- Sexually provocative behaviour/promiscuity; hinting at sexual activity; inexplicable decline in school performance.
- Depression or other sudden apparent changes in personality as becoming insecure or clinging; lack of concentration, restlessness, aimlessness; socially isolated or withdrawn, overly-compliant behaviour; acting out, aggressive behaviour.
- Poor trust or fear concerning significant adults; regressive behaviour, onset of wetting, by day or night; nightmares.
- Onset of insecure, clinging behaviour; arriving early at school, leaving late, running away from home, suicide attempts, self-mutilation, self-disgust; suddenly drawing sexually explicit pictures; eating disorders or sudden loss of appetite or compulsive eating; regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys.
- Become worried about clothing being removed; trying to be 'ultra-good' or perfect; overreacting to criticism.
- Use of mobile phone and internet that causes concern.
- Involved with, or linked to, gang activity.

Note: The indicators listed above are not exhaustive.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases, simply, affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly consensual relationship where sex is exchanged for affection/gifts to serious organised crime by gangs or groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual Exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is important to recognise that some young people who are being sexually exploited do not exhibit any external signs of abuse.

Some young people do not exhibit any external signs of abuse. However, others may exhibit one or more of the indicators set down below:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Note: The indicators listed above are not exhaustive.

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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Other Possible Signs of Abuse:

Whilst far from being an exhaustive list, it is possible that the following 'could' signpost to possible abuse:

- Children who are Self-Harming.
- Children who are suffering from Eating Disorders.
- Children who are suffering from Anxiety.
- Children who are suffering from Mental Health issues.

26. Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. Possible indicators include:

- Identity Crisis - the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society.

- Personal Crisis – the pupil may be experiencing family tensions; chaotic family background; a sense of isolation; and low self-esteem; bereavement; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; demonstrating controlling behaviour; they may be searching for answers to questions about identity, faith and belonging.
- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy.
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life.
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration.
- Expressing hatred to others or a group.
- Lack of trust in authorities.
- Inappropriate online behaviour (inappropriate internet contact and content).
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
- Not in education, employment or training, unemployed.

However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism. More counter-terrorism critical risk factors could include:

- Family/associates linked to extremism.
- Attend vulnerable locations permissive to extremist ideology.
- Express support for extremist ideology of extremist groups.
- Being in contact with extremist recruiters.
- Attended extremist protests or gatherings.
- Has expressed support for ISIS/IS.
- Accessing violent extremist websites, especially those with a social networking element.
- Possessing or accessing violent extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining or seeking to join extremist organisations.
- Significant changes to appearance and/or behaviour.
- Expressing desire to travel to theatres of war/conflict zones:
 - Syria
 - Yemen
 - Parts of Iraq
 - Afghanistan and Pakistan
 - Potentially Somalia/Libya
- Associate to travellers to war/conflict zones, via school/friend/family networks.
- Contact with others in vulnerable countries.

Even very young children may be vulnerable to radicalisation by others, whether in the family or outside, and display concerning behaviour. The Prevent duty does not require teachers or child care providers to carry out unnecessary intrusion into family life but they must take action when they observe behaviour of concern.

General safeguarding principles apply to keeping children safe from the risk of radicalisation as set out in “Working Together to Safeguard Children’ and KCSIE (September 2018).

Further Safeguarding Issues:

A number of other expert and professional organisations are best placed to provide up-to-date guidance and practical support on safeguarding issues. There is also a great deal of guidance on the following issues on the GOV.UK website:

- Bullying (including cyber bullying).
- Child Sexual Exploitation (CSE) (Further information, KCSIE Annex A, Page 76).
- Child missing from education (Further information, KCSIE Annex A, Page 76).
- Child missing from home or care.
- Children who run away.
- Domestic Violence.
- Drugs.
- Fabricated or Induced Illness.
- Faith Abuse.
- Female Genital Mutilation (FGM) (Further information, KCSIE Annex A, Page 80).
- Forced Marriage and so-called honour-based violence.
- Gangs and Youth Violence.
- Gender based violence/violence against women and girls (VAWG).
- Mental Health.
- Private Fostering.
- Preventing Radicalisation (Further information, KCSIE Annex A, Page 81).
- Sexting.
- Teenage Relationship Abuse.
- Trafficking.

27. Designated Safeguarding Lead Job description

The Designated Safeguarding Lead (DSL) must be a member of the school Leadership team. The Designated Safeguarding Lead and Deputy Safeguarding Leads are trained to precisely the same level regarding the managing of referrals and raising awareness. They have a responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the local authority and working with a wide range of other agencies. The DSL need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. The areas of responsibility are as follows:

Training

- The DSL and deputies will have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals. In addition to this formal training, the DSL and deputies will also update their skills and

knowledge continually, and at least annually, through studying appropriate guidance from ISI, the local authority, the DfE and others with an interest in maintaining the highest possible standards of safeguarding, and through meeting with other DSLs and members of the local safeguarding community. This training will enable them to:

- 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 Safeguarding and Child Protection policy and procedures, especially new and part time staff. Ensure that all staff are aware of their responsibility to challenge behaviour which breaches the Code of Conduct.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand and support the school with regards to the requirements of the Prevent Duty and are able to provide advice and support to staff on protecting children from risk of radicalisation.
- Be able to understand the unique risks associated with online safety and be confident that they have relevant knowledge and up to date capability required to keep children safe whilst they are online in school.
- Recognise the additional risks that children with SEN and disabilities (SEND) face online, eg, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children staying safe online.
- Obtain access to resources and attend any relevant refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measure the school may put in place to protect them.

Managing Referrals

- Refer all cases of suspected abuse to the local authority children's social care and:
 - The local authority designated officer (LADO) for child protection concerns (all cases which concern a member of staff);
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Support staff who make referrals to local authority children's social care;

- Refer cases to the Channel programme where there is 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
- Refer cases where a crime may have been committed to the Police as required.

Attendance

- The DSL will ensure that the appropriate local agencies are notified if a child on the safeguarding register is absent without explanation for a period of two days or more or when any child moves to a new school at any point during their time at the school

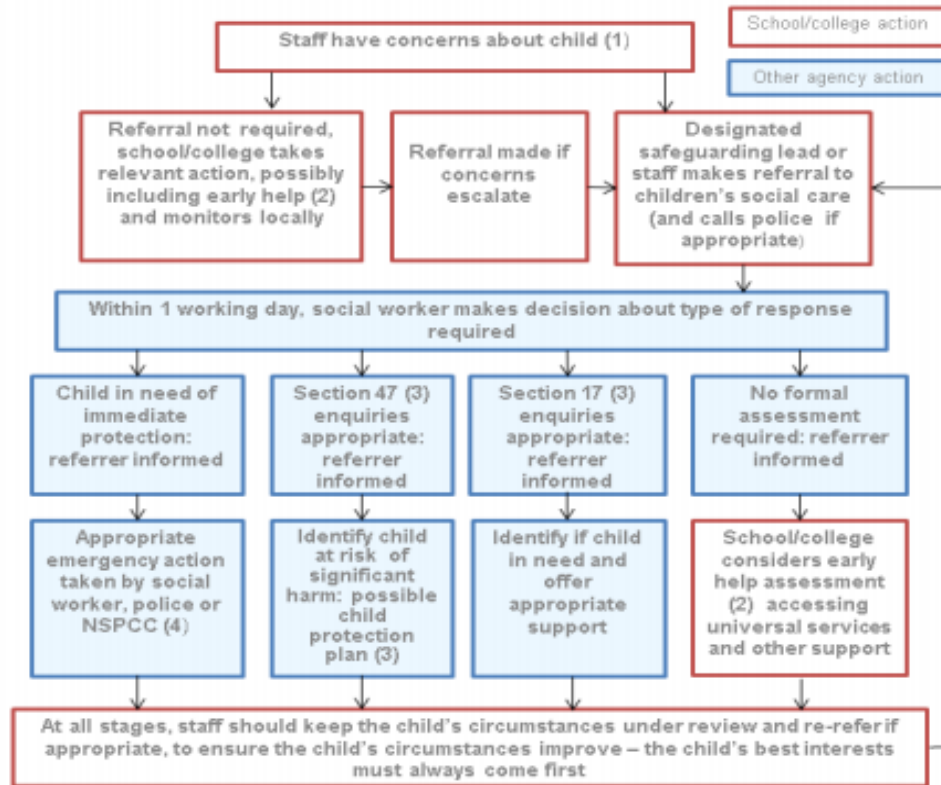
Raising Awareness

- The DSL should ensure the School policies are known and used appropriately:
 - Ensure the school Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this.
 - Ensure the school Safeguarding and Child Protection Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
 - Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

Policy approved by the Board of Governors – October 2018

M T Hopton, Chairman of Governors

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working together to safeguard children](#) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of [Working together to safeguard children](#)
4. This could include applying for an Emergency Protection Order (EPO).