



Policy 6:

SAFEGUARDING & CHILD PROTECTION, including EYFS

The Old School Henstead is committed to safeguarding and promoting the welfare of vulnerable pupils and expects all staff and volunteers to share this commitment. This policy should be read in conjunction with The Old School Henstead's Safer Recruitment Policy, Pupil Behaviour Policy, Anti-bullying and Anti-cyberbullying policies, and the Code of Conduct for all staff working at The Old School Henstead as outlined in the Staff Handbook. This policy is applicable to all pupils, including those in the EYFS.

POLICY STATEMENT The Old School Henstead fully recognises its responsibilities for safeguarding and child protection. Its policy applies to all staff, governors and volunteers working in the school. This policy is provided to parents of all pupils, to staff, to governors, to other adults and volunteers working in the school. In addition it is available to view on the School website.

1. The main elements to the policy are to:

- a) establish a safe environment in which children can learn and develop;
- b) raise awareness of safeguarding issues and, through the ethos of the School, and in particular tutorial care and the PSHEE programme, equip children with the skills needed to keep them safe;
- c) ensure the School practises safe recruitment in checking the suitability of staff and volunteers to work with children.
- d) liaise with parents and, when necessary, appropriate welfare agencies.

2. The School recognises that because of the day-to-day contact with children, staff are well placed to observe the wellbeing of the children under their care.

The School will:

- a) seek to provide an environment where children feel secure, are encouraged to talk, and are listened to;
- b) ensure children know that there are adults in the school whom they can approach if they are worried;
- c) include opportunities in the PSHEE and ICT curriculum for children to develop the skills they need to recognise and stay safe from abuse, including online.

3. The School follows the procedures set out by the Suffolk Safeguarding Children Board, and is in line with Keeping Children Safe in Education, DfE September 2018 (KCSIE):

- a) The School undertakes to designate practitioners to take lead responsibility for safeguarding children. The Designated Safeguarding Lead (DSL) and Deputy Designated

Safeguarding Leads (DDSLs) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

The overseer is the School's Designated Safeguarding Lead and Prevent Strategy Lead, Mr W.J. McKinney (Headmaster), the Deputy Designated Safeguarding Leads are Miss M. J. Clifton (Deputy Head and Pastoral Lead), who also takes lead responsibility for the EYFS setting and Mr N. Jensen (Director of Studies).

Both the DSL and the DDSLs are members of the Senior Management Team and are given the time, funding, training, resources and support to fulfil their role in accordance with KCSIE. There is a nominated governor responsible for safeguarding (Mr J.Slay); the School governors have received appropriate training in safeguarding; the DSL and DDSLs are trained biannually or as required by change in legislation. The DSL and DDSLs undertake an annual School Safeguarding self-review according to procedures laid out by SSCB; and the Governing body undertake an annual review of the School's Safeguarding policy and procedures and of the efficiency with which the related duties have been discharged. This review is dated and signed off by the Chair of Governors, recorded in the minutes of the Board of Governors.

b) Every member of staff (including temporary and supply staff and volunteers) and governing body is given initial induction training on the School's Safeguarding policy and procedures, has read, and agrees to abide by, the school's Safeguarding policy and procedures and KCSIE part 1, including Annex A (information for all school and college staff), knows the name of the DSL and DDSLs, and understands their roles.

c) All staff including volunteers are required to work according to The Old School Henstead's Staff handbook and Code of Conduct, which is issued as a part of induction training.

d) The Headmaster and all staff including volunteers are trained as soon as possible on appointment in Safeguarding at a level appropriate to their role. This includes induction training by the DSL on arrival and SSCB level 1 training delivered by the DSL as soon as is practical thereafter, updated at least annually for all staff including volunteers in regulated activity. All staff receive safeguarding and child protection updates (for example, via email and staff meetings), as required.

e) Parents have an understanding of the responsibility placed on the school and staff for safeguarding.

f) Effective links are maintained with relevant agencies regarding child protection matters.

g) Appropriate, secure and separate written records of child protection concerns are maintained.

h) Procedures are in place and ready to be followed in regard to whistle blowing, and/or if an allegation is made against a member of staff or volunteer. Immunity from retribution or disciplinary action is afforded those who 'whistle blow' in good faith. If allegations are substantiated against a member of staff, the School will work with the DO to determine whether improvements need to be made to the School's procedures or practice.

i) The Old School Henstead follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance 'Keeping Children Safe in Education', members of the teaching and non-teaching staff at the school including

part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work. All governors, volunteers, contractors working regularly when children are in school are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site. Our policies are reviewed by governors annually. Please refer to the school's Safer Recruitment Policy for further details.

j) Assurances are sought that employees of another agency have had checks if they supervise the School's pupils on a site other than the School (e.g. swimming pool, gymnasium etc).

k) Missing pupils are reported with regard to the safeguarding response to children who go missing from education (CME), or are immediately searched for according to the School's Missing Pupil Policy or Educational Visits Policy, depending on circumstances.

l) Any deficiencies or weaknesses in safeguarding arrangements are remedied without delay.

4. Any member of the school community with any concerns and allegations should contact the School in the first instance, but is empowered to make direct contact with the Independent Schools Inspectorate (ISI) Ground Floor, CAP House, 9-12 Long Lane, London EC1A 9HA; telephone 020 7600 0100; www.isi.net/helpandresources/, or Ofsted: tel. 0300 123 1231.

5. For whistleblowing, any member of the school community should contact the School in the first instance, in line with the Safeguarding Procedures, but is empowered to contact the ISI on 020 7600 0100, or Ofsted on 0300 123 3155 (Monday to Friday from 8.00am to 6.00pm), by email at whistleblowing@ofsted.gov.uk. or in writing to WBHL, Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD

PROCEDURES BY WHICH THIS POLICY IS FULFILLED

All members of staff have a duty of care to keep children safe and protect them from harm.

1. Introduction

a) The Old School Henstead recognises its legal duty under Section 175/157 of the Education Act 2002 and the Children and Families Act 2014 and takes seriously its responsibilities to protect and safeguard the interests of all children. The school recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

b) Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children and Families Act 2014. This takes account of the need for children "being healthy and staying safe".

c) The Safeguarding policy and procedures are in line with Keeping Children Safe in Education, DfE September 2018 (KCSIE), Working Together to Safeguard Children, DfE

2018 (WTTSC), What to do if you're worried a child is being abused: Advice for practitioners March, 2015, Section 26 of the Counter-Terrorism and Security Act 2015 (updated March 2017), Prevent Duty Guidance: for England and Wales (August 2015), The Prevent duty: Departmental Advice for Schools and Childcare providers and The Use of Social Media for On-line Radicalisation (updated March 2016). They aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people.

d) This document also seeks to make the professional responsibilities clear to all staff to ensure that statutory and other duties are met in accordance with Suffolk Safeguarding Children Board requirements and procedures. Safeguarding incidents could happen anywhere; staff must always be alert to possible concerns being raised in the school. If staff have any concerns about a child's welfare, they should act on them immediately.

2. Underpinning values

During term time children spend half their waking hours in school and for some it is the only safe place in their lives. School staff are often the first people to identify concerns that children are being abused. They may be the first people that children tell about their experiences of abuse.' Where there is a safeguarding issue, The Old School Henstead will work in accordance with the principles outlined in the Suffolk Safeguarding Children Board Inter-agency Child Protection procedures:

a) A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.

b) Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.

c) Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.

d) Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings.

e) Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare.

f) Open-mindedness and honesty must guide each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration.

g) Personal information should only be shared with the permission of the individual concerned, or unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis. (See 19. Information Sharing).

h) Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.

i) Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms.

j) Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation.

k) Early intervention in providing support services under the Children and Families Act 2014 is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

l) Looked after children; the Designated Safeguarding Lead (DSL) is the designated teacher for Looked after Children.

3. Guidance on 'Whether this is a Child Protection Matter'

Children's responses to trauma will be as individual as they are. SEND children may be particularly vulnerable in this regard. Abuse can happen to any child in any family in any organisation or setting. Children are more likely to be abused by people they know. If staff have significant concerns about any child they should make them known to the DSL:

Physical abuse

May involve hitting, shaking, throwing, inappropriate restraint, poisoning (including alcohol), burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or social or intellectual development?

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic material such as sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Additional safeguarding/abuse issues

Staff should also be alert to other safeguarding issues which might lead to concerns, as listed in KCSIE part 1. The most likely ones to affect our children are: bullying including cyberbullying (see separate School policies), domestic violence, alcohol, drugs, substance abuse, fabricated or induced illness, mental health, private fostering, and peer on peer abuse, including sexual violence, sexual harassment, sexting, initiation rituals and banter. Other areas to which staff should be alert and have some understanding of are: child sexual exploitation (CSE), faith abuse, female genital mutilation (FGM – if a teacher in the school 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), forced marriage, gangs and youth violence, honour-based violence, gender-based violence/violence against women and girls (VAWG) and trafficking.

Preventing Radicalisation

Protecting children from the risk of radicalisation forms part of the school's wider safeguarding duty. Staff receive training in PREVENT awareness (under and with due regard to section 26 of the Counter-Terrorism and Security Act 2015, updated March 2017). This builds on our partnership with the Local Safeguarding Children Board (LCSB) which provides advice, support and assessment of the general levels of risk. Resistance to radicalisation is supported through

- Fundamental British values, which are promoted through the wider school curriculum
- The PSHEE syllabus and outdoor education and learning, teaching pupils to manage risk, resist pressure, make safer choices and seek help if necessary.
- Religious Education and other relevant subject syllabi with focus on democracy, mutual respect and managing debate of contentious issues.
- IT policies and practice to ensure that staff are aware of the risks posed by online activities of extremist groups and that filters are checked to keep children safe from extremist material when using the internet in school and are taught to stay safe online.

4. Signs of abuse

Remember: If you see anything suspicious, do not enquire further but consult with the DSL or DDSL rather than worrying alone. Record any injury in pictorial form (the relevant reporting forms are in the school office), and report any anxieties as soon as possible, noting time, date, circumstances.

a) Physical

A child may flinch when approached, be reluctant to change, cry or show instability, fear home, have behavioural extremes, show apathy or depression. A child may have

unexplained injuries; do bear in mind that insect bites and acne can look remarkably like cigarette burns, and bruises from school games look like all sorts of suspicious things, but it is important to err on the side of caution and discuss any concerns, however minor, with the DSL or DDSL. That said, this is an unpalatable list: Fingertip bruising; thumb marks under clavicles; bruising on face or head; bruising on genitalia; bruising on limbs, often fingertips; linear bruising, belt or strap; linear burns; scalds and burns, dunking/splashing; adult bite marks; cigarette burns of different ages; mouth injuries, torn lips, gums, frenulum (the web of skin between top gum and top lip); ear injuries; bilateral black eyes (fist punch); intraocular haemorrhage; head injuries (blows or shaking); baby with non-moving limb (fracture); abdominal injuries (ruptured liver); other injuries diagnosed by x-ray.

b) Sexual

The behavioural signs of sexual abuse might be any of the following mood changes, tantrums, aggression; insecurity, fear of men (another place or person or activity); sleeping and eating disorders; anxiety, depression, despair; withdrawal, secretiveness; poor peer relationships; lies, stealing, arson; school failure, truancy; running away from home; suicide attempts, self-poisoning or mutilation; unexplained money; sexualised behaviour (drawings with sexual content, knowledge of adult sexual behaviour in young child or young person with learning difficulties); abuse of drugs, solvents, alcohol; promiscuity at an early age.

c) Neglect

Manifests itself through being unkempt or smelly; being chaotic with PE kit, and other school things; repeated illness; low self-esteem; slow physical development; listlessness; hunger; having untreated medical conditions.

d) Emotional abuse

Manifests itself (often alongside other forms of abuse) through a lack of parent bonding; lack of parent time for relationship; and a punishment-based regime at home (and in other environments). The child may be clingy; attention seeking; over ready to relate to others; have low self-esteem, be apathetic; fearful or withdrawn; have sleeping disorders; have depression; may self-harm, or abuse drugs, drink or solvent.

e) Pupil on pupil abuse

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

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

All such behaviour is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". In the case of physical, emotional or sexual abuse of a pupil by one or more pupils, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the priority is to protect the

interests of the abused pupil. The DSL will then consult with other senior staff as appropriate, alongside any professional bodies such as Suffolk Safeguarding Board or the police, to formulate an appropriate disciplinary response regarding the perpetrators of the abuse. All children involved, whether perpetrators or victims, should be treated as being 'at risk'.

Procedures to minimise the risk of peer on peer abuse, how allegations of peer on peer abuse will be recorded, investigated and dealt with, processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported are stated in the school's policies on Pupil Behaviour, Supervision of Pupils, PSHEE, E-Safety and Anti-Bullying.

f) Missing pupils

Pupils missing from education may be as a result of abuse or the risk of abuse. KCSIE Part 1 has further information. All absences should be followed up in accordance with the Attendance/Absence or Missing Pupils Policy (including EYFS), and the DSL informed.

5. If at any time there is a risk of immediate serious harm to a child a referral should be made to Customer First straight away. There are three thresholds for and types of referral that need to be considered:

a) Is this a child with additional needs where their health, development or achievement may be adversely affected? SSCB states that a Multi-Agency Assessment Form (MARF) should be completed when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one agency is needed to meet the child or young person's needs.

b) Is this child in need? The Children and Families Act 2014 says this is a child in need issue if:

- they are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- their health or development is likely to be impaired, or further impaired without the provision of such services.
- they are disabled.

c) Is this a child protection matter? The Children and Families Act 2014 says this is a child protection matter if:

- children are at risk or are suffering significant harm
- children are suffering the effects of significant harm
- there are serious health problems. If this is a child in need, discuss the issues with the DSL and parents. Seek to obtain their consent for referral to Customer First (see below) or any other agency (failure to obtain permission should not delay referral). If this is a child protection matter, this should be discussed with the DSL and will need to be referred to Customer First by the school as soon as possible. Consent from the pupil or parent is not required, and in some cases should not be sought, either because it may cause delay, or because such consultation may undermine any subsequent investigation

by Social Care Services. It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological or social development.

In order to both understand and establish significant harm, it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

6. Making referrals. Although any adult can make a direct referral to Customer First (0808 800 4005) (for example if the DSL or Deputy is not immediately available, or if the referral is time critical), ideally consultation should take place beforehand with the DSL who will often be the most appropriate person to initiate any referral. A written, signed and dated record of concerns should be made, ideally in consultation with the DSL, and immediately given to the DSL who will then contact the DO or Customer First Team, such referral being made within 24 hours of the disclosure or suspicion of abuse. For referral to Customer First phone 0808 800 4005 and speak to the operator. This will need to be followed up with written confirmation on the Multi-agency Referral Form (MARF).

6. Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation. One can never guarantee confidentiality to a child, as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows: "I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and to whom." Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including social service departments, must always have regard to both common and statute law. Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information and with regard to the Data Protection Act. Wherever possible consent should be obtained before sharing personal information with third parties. In some circumstances, however, consent may not be possible. The law requires the disclosure of confidential information necessary to safeguard a child or children. Under the Children and Families Act 2014 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting an investigation under the Children and Families Act 2014, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

7. Talking to and listening to children

Children who choose to disclose may have already overcome a variety of obstacles in their own mind: fear and threats, guilt and shame, fear of implications, fear of not being believed or heard; they may not properly recognise an experience as abuse.

If a child chooses to disclose, you SHOULD:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass information on if it is illegal or affects their personal safety;
- as soon as possible after the conversation, make a careful record of what was said, date (include year) and sign it and pass to the DSL without delay and certainly within 24 hours.

You should NEVER:

- tell the child that 'everything will be alright';
- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (adult or child) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure. For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

8. Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:

- state who was present (including a note of all witnesses), time, date (including year) and place;

- use the child's words wherever possible;
- be factual/state exactly what was said and describe any injury seen;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder, noting full name and position;
- include a note of to whom the information was passed and what action was taken.

9. Attendance at Child Protection Conferences

The DSL or their deputy will be expected to attend the initial Child Protection Conference. If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings.

10. Protecting yourself against allegations of abuse

a) All staff working in School are required to abide by the The Old School Henstead Code of Conduct for staff as outlined in the Staff handbook. Anyone who has contact with children is in a position of trust. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions should be taken when working alone with children (this is particularly relevant to specialist music and sports teachers):

- work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with children unless thought has been given to safeguards;
- must not give out personal mobile phone numbers or private e-mail addresses, unless under exceptional circumstances;
- must not give pupils lifts home in your cars, unless under exceptional circumstances;
- must not arrange to meet them outside of school hour;
- must not chat to pupils on the social websites.

b) Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil even when the pupil is over the age of consent.

c) Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint guidelines in our Pupil Behaviour Policy; this includes if it is necessary to use physical action to prevent a child from injury to themselves or others. In all cases parents will be informed the same day or as soon as is practicable

d) Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

e) Mobile devices and cameras within the setting.

Guidance on the use of mobile devices and cameras in each setting will be given to staff on appointment and forms part of the Code of Conduct.

All members of staff are made aware of the School's protocol for the use of photography, both in/outside school:

- Staff must only use equipment provided or authorised by the School.
- Staff must be clear about the purpose of the activity.
- Staff must be able to justify images of the children in their possession.
- Staff must ensure that children know why images are being taken.
- Staff must report any concerns about inappropriate images found.
- Use of photography outside agreed protocols may lead to disciplinary/criminal investigations. In particular:

EYFS: Use of Mobile Phones - Mobile phones have a place in EYFS, especially those without a landline, and on outings. They are often the only means of contact available in some circumstances and can be helpful in ensuring children are kept safe.

To protect children we will:

- only use mobile phones appropriately, and ensure staff have a clear understanding of what constitutes misuse and know how to minimise the risk.
 - ensure the use of a mobile phone does not detract from the quality of care of children.
 - ensure all mobile phone use is open to scrutiny.
 - ensure staff are vigilant and alert to any potential warning signs of the misuse of mobile phones.
 - ensure staff are responsible for their own behaviour regarding the use of mobile phones and should avoid putting themselves into compromising situations, which could be misinterpreted and lead to potential allegations.

In particular: EYFS: Cameras: photography and images.

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. However, due to cases of abuse to children through taking or using images, we must ensure that we have safeguards in place.

To protect children we will:

- use only the child's first name with an image.
- ensure that children are appropriately dressed.
- ensure the designated cameras only are used in EYFS.
- ensure that images taken on the EYFS camera will not be emailed externally, and will be emailed internally only when other means of download to the School server are not readily available.
- ensure that personal cameras are not used to take photographs, video or audio recordings in our EYFS.

- ensure 'acceptable use' rules regarding the use of cameras by children are embedded in practice.
- ensure the use of cameras and webcams is closely monitored and open to scrutiny. Photographs are taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements and are an effective form of recording their progression in the Early Years Foundation Stage. They may also be used on our website and/or by the local press with permission from the parents. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Developmental Profiles Photographs taken for the purpose of recording a child or group of children participating in activities or celebrating their achievements are an effective form of recording their progression in the children in our care. Only the designated EYFS cameras are to be used to take any photos. Upon registration at the setting, parents/carers sign consent for photographs to be taken for such purpose. Under no circumstances must cameras of any kind be taken into the toilets. Only the designated EYFS camera is to be used to take such photographs as referred to above. Images taken on this camera must be deemed suitable without putting the child/children in any compromising positions that could cause embarrassment or distress. All practitioners are responsible for the location and storage of the camera; this should be secure when not in use and at the end of every day. Images taken and stored on the camera must be downloaded (to the class computer) as soon as possible; ideally, once a week. The computer is password protected. Photographs are sometimes distributed to members of staff (key workers) to record in children's profiles. Key workers are not permitted to make extra copies of the photographs in any format.

It is recognised that photographs may be taken of children by parents at School functions such as concerts, sports days, trips, etc. However, they will be advised that these photos may not be shared on social media sites. In particular: EYFS: Website Photographs may only be downloaded by the EYFS Co-ordinator to the Marketing Manager. Photographs may only be uploaded to the secure website by the EYFS Co-ordinator. The website gallery is only accessed by parents with the use of the password protection system. Upon registration at The Old School Henstead, parents/carers sign consent for photographs to be taken for such purpose. If consent is withheld, such photographs are not published of the individual child concerned. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

11. Allegations of abuse against a professional. Unsuitability to work with children

- a) Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously. Allegations will be handled in line with the procedures outlined in KCSIE.
- b) Equally, staff should respond appropriately to any inappropriate behaviour displayed by other members of staff, or any other person working with the children (for example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images).
- c) Staff in position of responsibility, are required to report to the Local Authority Designated Officer (DO), the Headmaster, the Chair of Governors, ISI (020 7600 0100) or to Ofsted (general helpline 0300 123 1231; telephone number 0161 618 8524), any concern or allegation about school practices or the behaviour of staff or volunteers which are likely to put pupils at risk of abuse or other serious harm; the School provides staff making such a report with immunity from retribution or disciplinary action for 'whistleblowing' in good faith.

d) Allegations of abuse made against staff or volunteers, whether historical or contemporary, should be reported to the DSL and dealt with by the Headmaster or the Chair of Governors in immediate consultation with the DO. If the allegation is against the Headmaster the report should be made to the Chair of Governors who should immediately take the appropriate action.

The Headmaster / Chair should contact the DO on the same day if possible, and no later than within one working day to discuss the allegation, making a written record of all conversations. In all the above cases the allegation must not be raised with the identified member of staff, even if this is the Headmaster, prior to contact with the DO.

Communication with both the individual and the parents of the child/children should be agreed at this point. In the case of serious harm, the police should be informed from the outset. The quick resolution of that allegation must be a clear priority to the benefit of all concerned. The School should make every effort to maintain the confidentiality of the member of staff against whom allegations have been made up to the point where the accused is charged with an offence or the DfE/ Teaching Regulation Agency (TRA) publish information.

e) If an allegation is received by the Headmaster or Chair of Governors the following should be considered in consultation with the DO: has the member of staff:

- 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; behaved towards a child or children in a way that indicates he or she is unsuitable to work with children?
- This initial conversation will seek to establish the validity of any allegation. By consulting with the DO (or The Professional Advisor for Safeguarding in Education), following an allegation or suspicion of abuse, the head and designated child protection officer will therefore not be making their own decision over what appear to be borderline cases. This consultation may be done tentatively and without giving names in the first instance. The DSL/Headmaster/Chair of Governors should make a written record of the initial conversation with the DO including the decision made and the reasons for that decision. The School must not undertake its own investigations of allegations without prior consultation with the DO, or in the most serious cases the police, so as not to jeopardise statutory investigations. If a referral is made a strategy meeting will be called that the Head / Chair should attend.

f) The decision of the strategy meeting could be:

- investigation by the Suffolk Safeguarding Team
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school.

g) The fact that a member of staff offers to resign should not prevent the allegation procedure reaching a conclusion.

h) The name of any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children will be reported to the Disclosure and Barring Service (DBS), in consultation with the DO, when the School has gathered sufficient information and evidence to support the allegation and decided that the criteria for making a referral to the DBS has been met. The report will be made whether the departure was a result of dismissal, nonrenewal of a fixed-term contract, no longer engaging (or refusing to engage) a supply teacher provided by an employment agency, termination of the placement of a student teacher or other trainee, no longer using staff employed by

contractors, no longer using volunteers, resignation, or voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. The report submitted is to include as much evidence about the circumstances of the case as possible (failure to do any of the above constitutes an offence). The School must also consider making a referral to the TRA where a teacher has been dismissed (or would have been had he or she not resigned) and a prohibition order may be appropriate. Guidance is available on the TRA website <https://www.gov.uk/government/organisations/national-college-for-teachingand-leadership>

j) Allegations relating to adults working in the EYFS setting: the School must notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). In all the above it is important to apply the principle that procedures need to be applied with common sense and judgement.

Key points to note are the following:

- If an allegation is made against a member of staff the quick resolution of that allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.
- An individual should be suspended if there is no reasonable alternative. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons.
- Allegations that are found to have been malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious will not be referred to in employer references.
- Pupils that are found to have made malicious allegations have breached School rules. The School will therefore consider whether to apply an appropriate sanction, which could include temporary or permanent exclusion (as well as referral to the police if there are grounds for believing a criminal offence may have been committed)

12. Recruitment, supervision and training for staff a) When recruiting new members of staff the school follows the guidance given in KCSIE, and acts at all times in compliance with the Independent School Standards Regulations.

b) In addition to carrying out safe recruitment as set out above, members of the teaching and non-teaching staff at the school, including part-time, self-employed, agency and supply staff and visiting staff such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work.

c) All governors, volunteers, contractors working regularly when children are in school are also subject to the relevant statutory checks.

d) Newly appointed staff and volunteers will have initial training in Safeguarding and Child Protection as part of their induction programme and will be given copies of KCSIE Part 1, The Old School Henstead Safeguarding Policy, and Staff handbook. Their signed confirmation that they have read and understood these documents is retained and filed centrally at school. They are made aware of the Suffolk Safeguarding Children Board procedures via the School's Safeguarding Policy and Procedures.

e) Newly appointed staff and volunteers in regulated activity will also complete at the first available opportunity the Level 1 Safeguarding and Promoting the Welfare of

Children and Young People training provided by the School. This training will be updated regularly and in line with SSCB protocols, and a record kept of attendance.

13.E-Safety

a) The e-safety officer oversees the school's preventive work in this area; staff receive training through INSET, staff and pupils are regularly updated on e-safety issues and know to report concerns.

b) The growth of different electronic media in everyday life and an ever-developing variety of devices including PCs, laptops, mobile phones, webcams etc. place an additional risk on our children. Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

c) Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

d) Pupils can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile devices are also used to capture violent assaults of other children for circulation (happy slapping).

e) Pupils are made aware of the dangers through curriculum teaching particularly PSHEE and sex education.

f) Protection is Prevention

- Software is in place to minimise access and to highlight any person accessing inappropriate sites or information (including terrorist or extremist material via the internet or social media.)

- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's DSL should be informed immediately)

- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords and the like.

- Pupils should adhere to the school policy on mobile devices.

g) The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

14. Working with sexually active young people under the age of 18. For detailed advice, please read the document Working with sexually active young people protocol, SSCB Final Version 01 02 08. This can also be resourced via the website:

<http://suffolksafeguardingchildrenboard.onesuffolk.net/assets/files/2014/20110324Workingwithsexuallyactiveyoungpeople.pdf>.

Any member of staff who hears, either directly or indirectly, of sexual activity of pupils should report this as soon as possible to the DSL.

15. Links with other policies and documents This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people and held at school either on the website, Head's office or with the DDSL. Key resources are:

- Keeping children safe in education: Statutory guidance for schools and colleges, DfE September 2018
- Keeping children safe in education: information for all school and college staff, DfE 2018 (Part 1 of KCSIE)
- Introduction to Safeguarding Children and Young People, Level One, SSCB
- Safeguarding Children in Education for Senior Designated Professionals, SSCB
- Guidance for Safer Working Practice for those working with children and young people in Education Settings: October 2015
- Working with sexually active young people protocol, SSCB
- What to do if you're worried a child is being abused: DfE March 2015
- Working Together to Safeguard children: A guide to inter-agency working to safeguard and promote the welfare of children 2010, 2015
- Disclosure and Barring Service (HM Government)
- The Old School Henstead School Behaviour and Attendance policies
- The Old School Henstead Anti Bullying and Anti Cyber-Bullying, E-Safety Policy (including use of mobile devices and ICT)
- The Old School Henstead Whistle Blowing policy
- The Old School Henstead Safer Recruitment policy
- The Old School Henstead Staff Handbook
- The Old School Henstead Staff Code of Conduct
- The Old School Henstead Data Protection Policy
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.

16. Resources

Safeguarding is important to all members of staff. The governing body have to ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Suffolk Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Governing Body will also ensure that all Governors have an understanding of safeguarding issues and that policies and procedures are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

17. Safeguarding Staff

The designated Safeguarding Lead (DSL) and Prevent Strategy Lead is Mr WJ McKinney (Headmaster) 01502 744007 or 07739 753 197

The Deputy DSLs are Miss MJ Clifton 07519 747 269 and Mr N Jensen 07470 221523

The nominated Governor for Safeguarding is Mr J. Slay 01502 741150

The Chair of Governors, Mr N Kingsley 01502 741150

Any of these people can be contacted if you have a safeguarding concern in the school. All can also be contacted via the school 01502 741150

18. Data Protection

Sharing Information

With regard to General Data Protection regulation (GDPR) and the Data Protection Act, the Old School Henstead processes personal information fairly and lawfully and keeps the information safely and securely. This is not a barrier to sharing information between professionals and local agencies where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Further details on information sharing can be found in:-

Working together to safeguard children (Chapter one)

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers. The process and principles for sharing information are set out as the Seven Golden Rules on Page 4.

19. Contacts

Safeguarding and Child Protection

Local Authority Designated Officer (DO)

0300 123 2044

DOCentral@suffolk.gcsx.gov.uk

Customer First

0808 800 4005

Professionals' Line

08456 066167

Emergency Duty Service

0808 800 4005

Prevent Strategy

Anti-Terrorist Hotline

0800 789 321

Crime stoppers

0800 555 111

Local Police force

101

Websites

Disclosure and Barring Service

www.gov.uk/government/organisations/disclosure-and-barring-service

Child Exploitation and Online Protection Centre

www.ceop.gov.uk

Suffolk Safeguarding

suffolksafeguardingchildrenboard.onesuffolk.net/

Government and MI5

www.gov.uk/report-suspicious-activity-to-mi5

www.gov.uk/report-terrorism