



Safeguarding and Child Protection

The Old School Henstead

Written by: WJM/Reviewed MJC

Last reviewed on: 24 August 2023

Next review due 24 August 2024
by:

SAFEGUARDING & CHILD PROTECTION, including EYFS

The Old School Henstead is committed to safeguarding and promoting the welfare of vulnerable (susceptible) 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 E-Safety 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.

Governors ensure that a whole school approach to safeguarding is in place. Governor's oversight of safeguarding includes an annual review. Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development, with the best interests of the child at their heart.

All contractors are required to provide a Safeguarding Declaration.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment
- preventing impairment of children's mental and physical health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

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 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.

3. The School recognises that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. The School is conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

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.

Preventative education prepares pupils and for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The School has a clear set of values and standards, upheld, and demonstrated throughout all aspects of school life. These are underpinned by the school's behaviour policy and pastoral support system.

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 (KCSIE 2023):

- a) The School undertakes to designate practitioners to take lead responsibility for safeguarding children. The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) 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, Miss M J Clifton (Head and Pastoral Lead), who also takes lead responsibility for the EYFS setting, Mrs C Solomon (Deputy Head) is the DDSL and Mr J.Slay (Safeguarding and Mental Health Governor)

Both the DSL and the DDSL 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 2023. This includes inter-agency working and Prevent (plus informal updates). There is a nominated governor responsible for safeguarding (Mr J.Slay); the School governors have received appropriate training in safeguarding; the DSL and DDSL are

trained biannually or as required by change in legislation. The DSL and DDSL undertake an annual School Safeguarding self-review according to procedures laid out by LSP; 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.

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 2023 part 1, including Annex A (information for all School and college staff), knows the name of the DSL and DDSL, 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, Child on Child Abuse Policy and the Mental Health Policy, which is issued as a part of induction training.

d) The Head 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 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.

Staff induction, followed by regular formal and informal updates cover Local Safeguarding Partnership advice, including Prevent and on-line safety.

Staff induction involves the issuing of the Safeguarding and Child Protection Policy, Staff Code of Conduct, Whistleblowing and Pupil Behaviour Policy. Induction covers, on-line safety, the role of the DSL and the deputies and an awareness of our safeguarding response to children who go missing (CME). In addition, the nature of and response to low-level concerns is discussed. Staff are required to read and acknowledge acceptance of the Acceptable Use Policy.

All staff and governors have read and understood KCSIE 2023 and are aware of the process for making referrals, to manage a report of child-on-child sexual violence and harassment and know what to do if a child tells them he/she is being abused, exploited, or neglected.

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. Whistleblowing forms part of the induction of new members of staff.

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 2023, 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 (absent) pupils are reported with regard to the safeguarding response to children who go missing (absent) 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, from whom the Whistleblowing Policy is available on request, 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. Whistleblowing is part of induction training received by all new members of staff.

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 2015 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 2015. 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 2023 (KCSIE), Working Together to Safeguard Children, DfE 2019, updated 2020 (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 March 2016 (updated 2021). 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 Local Safeguarding Partners 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.

e) The DSL takes lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement, and achievement in school. The pupils are heard and understood.

The designated safeguarding lead or a deputy is always available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible. Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe.

The DSL has the knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understands the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Working with others

- the DSL is aware of the requirement for children to have an Appropriate Adult (during Police interviews). Further information can be found in the Statutory guidance - PACE Code C 2019

The Mental Health lead takes responsibility for promoting a whole school approach to mental health, including preventative activity and promotion of good mental wellbeing and resilience among students and staff. Oversight of the whole school approach to mental health and wellbeing, including its reflection in behaviour and curriculum policies, how staff are supported and how pupils and parents are engaged.

f) Systems are in place, easily understood and easily accessible for children to confidently report abuse. Pastoral care throughout the whole school, the PSHEE Scheme of Learning, assemblies and the form teacher system actively inform and encourage pupils to share concerns and worries.

The safeguarding team photographs and telephone contact numbers are displayed throughout the school.

The Head (DSL and Pastoral Lead) operates an 'Open Door' policy to all pupils. Pupils can confidently report abuse, knowing their concern will be treated seriously, and knowing they can safely express their views and give feedback.

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 LSP 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 2015 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.
- m) The school will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of the children, whether this is when a problem first emerging, or where a child is already known to the local authority children's social care.

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 (susceptible) 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 serious violence, 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.

Domestic Abuse

The Domestic Abuse Act 2021 – a statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience domestic abuse. Domestic abuse can include a range of abusive behaviour, including physical, emotional, economic, and coercive and controlling behaviour.

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 caregivers)
- 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, anal rape 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, especially as regards the increased vulnerability of SEND pupils, which might lead to concerns, as listed in KCSIE

part 1. These children (SEND and certain medical conditions) are more prone to peer group isolation or bullying (including prejudice-based bullying) disproportionately impacted by behaviour such as bullying, without showing any outward signs. Communication barriers, and difficulties in managing or reporting are an additional challenge. The most likely ones to affect our children are bullying including cyberbullying (see separate School policies, as abuse may take place wholly online), domestic violence, alcohol, drugs, substance abuse, fabricated or induced illness, mental health, private fostering, and child on child abuse, including sexual violence, sexual harassment, sexting, upskirting (a criminal offence), 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), domestic violence, forced marriage, gangs and youth violence, honour-based violence, gender-based violence/violence against women and girls (VAWG) and trafficking.

Mental Health

Mental health problems can be a sign or indicator of abuse, neglect, or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action must be taken, following the safeguarding procedure and discuss the concern with the DSL.

Specific Safeguarding Issues

Consideration is given to specific safeguarding issues, these include.

- Child abduction and community safety incidents
- Children and the court system
- Children Missing Education (absent from education)
- Children with a family member in prison
- Child Criminal Exploitation and Child Sexual Exploitation
- County lines /gangs
- Modern slavery
- Cybercrime
- Domestic abuse
- Homelessness
- Honour-based abuse
- Female Genital mutilation
- Forced marriage
- Prevention of radicalisation
- Prevent duty
- Channel
- Child on child/child-on-child abuse
- Sexual violence and sexual harassment between children in schools

- Upskirting

Elective Home Education

If a parent/carer of a pupil with an education, health and care plan expresses their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers. The school will work with local authority children's services where school absence indicates safeguarding concerns.

Preventing Radicalisation

Protecting children from the risk of radicalisation forms part of the School's wider safeguarding duty. Staff receive training in PREVENT awareness every three years (under and with due regard to section 26 of the Counterterrorism and Security Act 2015, updated March 2017). This builds on our partnership with the Local Safeguarding Children Partners (LSP) 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.

All staff should be aware of indicators of abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Extra-familial harms take a variety of different forms and children can be vulnerable (susceptible) to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

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.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the alleged perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the alleged perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- 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
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE). Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends
- children who suffer from sexually transmitted infections or become pregnant

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable (susceptible) adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school).

Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) is compulsory from September 2021. Schools have flexibility to decide how they discharge their duties effectively within the first year of compulsory teaching and are encouraged to take a phased approach (if needed) when introducing these subjects. The statutory guidance can be found here: Statutory guidance: Relationships Education Relationships, Sex Education and Health Education 2019

All staff are able to reassure victims that they are being taken seriously, that they will be supported and kept safe. Under no circumstance will a victim be given the impression that they are creating a problem by reporting abuse, sexual violence, or sexual harassment. Victim will never be made to feel ashamed for making a report.

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.

Domestic abuse - all children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse.

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Honour-based abuse

So called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple alleged perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA 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 child being at risk of HBA, or already having suffered HBA.

e) Abuse by children on children

Child on child abuse is always treated seriously and not as 'banter' or an inevitable part of growing up. Harmful sexual behaviour will be addressed to help prevent problematic, abusive and/or violent behaviour in the future.

– the taking of disciplinary action and the provision of appropriate support are not regarded as mutually exclusive actions. They can and will occur at the same time if necessary.

All staff are aware that safeguarding issues can manifest themselves via child-on-child abuse and the school recognises the gendered nature of such 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 upskirting;
- 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 Local Safeguarding Partners or the police, to formulate an appropriate disciplinary response regarding the alleged perpetrators of the abuse. All children involved, whether alleged perpetrators or victims, should be treated as being 'at risk'. Staff will not view child on child sexual images but record their existence as part of recording a disclosure.

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

If there are no reports in school it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or deputy).

As schools and colleges increasingly work online, it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such, the governing body ensure appropriate filters and appropriate monitoring systems are in place (including when they are online at home).

Technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content. In all cases, if staff are unsure, they should always speak to the designated safeguarding lead.

f) Missing (absent from education) pupils

Pupils being absent from school for prolonged periods/and or repeated occasions may be a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines.

Pupils absent from education may be as a result of abuse or the risk of abuse. KCSIE Part 1 2023 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. Staff duties in recording pupils as absent from school are part of the induction of new staff. CME issues are referred to the DSL, Miss M J Clifton.

Where children need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing body ensures they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken.

Children with special needs and disabilities or physical health issues:

The school recognises that these children face additional challenges. Where necessary they will receive specific pastoral support to enable communication.

Radicalisation

Children are vulnerable (susceptible) to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk forms part of the school's safeguarding duty.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

Visiting professionals

All visitors to the school site in a professional capacity will have an ID check and need to provide/be DBS checked (or the visitor's employer has confirmed their staff have appropriate checks).

The school will ensure that any individuals who comes onto the premises provide appropriate educational value, age-appropriate content and comply with Prevent – all will be required to sign a Visiting Speaker contract.

Use of school premises for non-school activities

In the event that the school receive an allegation relating to an incident that happened when an individual or an organisation was using the school premises for the purposes of running activities for children. As with any safeguarding allegation, the school will follow the Safeguarding and Child Protection Policy and procedures, informing the LADO.

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? LSP state 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 2015 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 2015 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.

Equality Act – under the Equality Act the school is permitted to take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting pupils in order to meet their needs. It is the duty of the school to make reasonable adjustments for disabled and young people.

The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

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. A referral will be made as soon as possible after investigation where staff have been

suspended or redeployed, even when not in regulated activity. Staff receive training in recording abuse, including that of child on child. 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).

The governing body, and their senior leadership teams, especially their designated safeguarding leads, have made themselves aware of and follow their local arrangements. The three safeguarding partners have a shared and equal duty to work together to safeguard and promote the welfare of children. To fulfil this role, they must set out how they will work together and with any relevant agencies. Relevant agencies are those organisations and agencies whose involvement that the three safeguarding partners consider may be required to safeguard and promote the welfare of children with regard to local need. The three safeguarding partners will have set out in their published arrangements which organisations and agencies they will be working with, and the expectations placed on any agencies and organisations by the arrangements.

7. The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) and colleges in the local area to be fully engaged, involved and included in safeguarding arrangements. It is expected that, locally, the three safeguarding partners will name schools and colleges as relevant agencies and will reach their own conclusions on the best way to achieve the active engagement with individual institutions in a meaningful way.

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 2015 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 2015, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

GDPR – the governing body ensures relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

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.

All staff must reassure children that they are being taken seriously and that they will be supported and kept safe. No child must ever be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should any child ever be made to feel ashamed for making a report.

Children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be

due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with pupils which facilitate communication.

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.

All concerns, discussions and decisions made, and the reasons for those decisions, will be recorded in writing.

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. Also referenced in the Acceptable Use of ICT policy.

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 supervision and 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.

Cases of allegations that might indicate a person will pose a risk of harm if they continue to work in regular or close contact with children in their present position,

- 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 may pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Above relates to members of staff, supply staff and volunteers.

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 2023.

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 Head, the Chair of Governors (contact number on our website), 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.

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then:

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

The Head/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 Head, 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.

In some circumstances an allegation against an individual not directly employed by the school may be raised. Whilst not the employer of supply teachers, contractor, the allegations will be dealt with properly. In no circumstances will the school decide to cease to use a supply teacher or contractor due to safeguarding concerns, without finding out the facts and liaising with the local authority DO to determine a suitable outcome.

e) If an allegation is received by the Head 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/Head/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 Local Safeguarding Partners
- 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) or been guilty of professional misconduct, 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.

Lower level concerns and low-level concerns

A lower level or low-level concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold of harm. The school recognises the importance of sharing lower level and low-level concerns and aims to create and embed a culture of openness, trust and transparency in which the schools' values and behaviour expectations as set out in the Staff Code of Conduct.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult is working in or on behalf of the school may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- does not meet the allegation threshold or is otherwise not considered serious enough to consider a referral to the DO.

Low-level concerns could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their phone
- engaging with a child on a one-to one-basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language.

The school will make sure that all staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others, Staff are empowered to share low-level safeguarding concerns with the designated safeguarding lead (or deputy).

Any unprofessional behaviour is immediately addressed, and the individual is supported to correct it at an early stage.

The school will provide a responsive, sensitive, and proportionate handling of such concerns when they are raised.

The head will collect as much evidence as possible by speaking where possible with the person who raised the concern, to the individual and to any witnesses.

Reports of lower level and low-level concerns will be recorded in writing, with details of the concern, the context in which it arose, and the action taken.

The name of the person reporting the concern should be noted, where reasonable possible any request to remain anonymous will be respected.

Records of concerns will be reviewed to establish any pattern of concerning or problematic/inappropriate behaviour. Where a pattern is identified the school will take action – this could be internal, disciplinary or if the threshold is met, referral to the DO. In addition, the school will if any wider cultural issues enabled the behaviour to occur and if policies need to be revised or additional training given.

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)

The School will deal with any concerns (including allegations) which do not meet the harm threshold, referred to as 'low-level' concerns and take appropriate action to safeguard children.

Contractors

Any safeguarding concerns will be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

12. Recruitment, supervision and training for staff

a) When recruiting new members of staff, the School follows the guidance given in KCSIE 2023, 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.

An online search as part of their due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

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, with Child Protection and Prevent as part of their induction programme and will be given copies of KCSIE 2023 Part 1, The Old School Henstead Safeguarding Policy, and Staff Handbook. They are made aware of the Local Safeguarding Children Partners procedures via the School's Safeguarding Policy and Procedures.

e) The school sets out its safeguarding requirements to all contractors engaged to provide a service. Assurance is sought that the body concerned has appropriate safeguarding and child protection policies and procedures in place. All contractors have a school contact with whom to liaise.

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.

An annual review of online safety provision, supported by an annual risk assessment review is carried out.

All staff receive online safety training and are committed to follow the school's Acceptable Use Policy. The CPD programme is regularly reviewed to ensure that all of the

knowledge the staff need is available and understood.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. All understand that in many cases of abuse online and face to face will take place concurrently via online and in daily life.

Children can abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups.

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.

Additional measures include

- no pupils will be permitted to bring a phone to school or any other device that enables access to the Internet (including watches)

- no pupil will be allowed unsupervised access to school devices (iPads, laptops etc).

- all staff devices must be kept safely (password protected).

- all staff are required to abide by an Acceptable Use Policy.

- school devices will be stored in a designated area.

- staff will monitor all use of devices in the classroom, they will remain vigilant and circulate during use of devices by pupils.

The DSL is responsible for the school's filtering and monitoring. The DfE publication of Filtering and Monitoring standards and guidance has been issued to all staff. Staff training includes filtering and monitoring responsibilities. Governors are kept informed.

The governor with responsibility for SG has an understanding of the DfE publication Filtering and Monitoring standards and guidance.

Any issues relating to pupil use will be recorded on the 'Radar' and all staff informed.

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, LSP 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 2023
- Keeping Children Safe in Education: information for all School and college staff, DfE 2023 (Part 1 of KCSIE)
- Introduction to Safeguarding Children and Young People, Level One, LSP
- Safeguarding Children in Education for Senior Designated Professionals, LSP
- Guidance for Safer Working Practice for those working with children and young people in Education Settings: October 2020
- Working with sexually active young people protocol, LSP
- 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, 2019 updated 2020
- 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
- The Old School Henstead Peer-on Peer Abuse Policy

- The Old School Henstead Mental Health Policy
- The Old School Henstead Wellbeing 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 Miss M J Clifton (Head) 07519 747269

The Deputy DSL is Mrs C Solomon 07555 560932

The nominated Governor for Safeguarding and Mental Health is Mr J Slay 07979 737645

The Mental Health Lead is Miss I Bennie 01502 741150

The Chair of Governors, Mr N Kingsley 01986 892721

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

Covid-19 arrangements – in the absence of the DSL, the DDSL will provide effective DSL cover.

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
Professionals' Line
Emergency Duty Service

0808 800 4005
08456 066167
0808 800 4005

Prevent Strategy
Anti-Terrorist Hotline
Crime stoppers
Local Police force

0800 789 321
0800 555 111
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