

Talbot House
Preparatory School
(Whole School Policy incl. EYFS)

Safeguarding and
Child Protection
Policy



Safeguarding is Everybody's Business

Safeguarding is a serious matter and if a setting/practitioner has any concerns or queries these can be talked through with the Bournemouth MASH team on **01202 458101**
Do not delay. Prompt action is essential to avoid any possibility of children been put at unnecessary further risk.

Contacts:

MASH Bournemouth (Multi Agency Safeguarding Hub)

During office hours (8.30am - 5.15pm, Mon -Thurs 8.30am - 4.45pm Fri)

Email: MASH@bournemouth.gov.uk

Telephone: 01202 458101 / 01202 458102

Joint emergency HQ

Wimborne Road, Poole, BH15 2BP

Out of hours service: 01202 657279

Mike Masterman (Named Senior Officer / Local Authority Designated Officer - (LADO) must be informed of accusations made about staff:

Tel: 01202 456744

Email: Lado@bournemouth.gcsx.gov.uk

Advice and Support for Designated Safeguarding Leads/Senior Managers:

From a member of the Early Years Safeguarding Officer Team:

Kay Errington (Lead) - 01202 456204

Suse Goddard - 01202 456278

Josie Dyer - 01202 456295

Tania Hall - 01202 456392

Gaye Wright 01202 456246

Jackie Real - 01202 456188

Kay will also support settings involved in any action following a referral and/or investigations, including allegations against setting staff.

Training

Book a place at www.bournemouthcpd.co.uk

Useful Links:

Bournemouth and Poole LSCB for access to:

Multi Agency Safeguarding Procedures 2015 and Working Together to Safeguard Children 2015

<http://www.bournemouth-poole-lscb.org.uk/home>

Keeping Children safe in Education 2016 – (September 2016)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Safeguarding and Child Protection Policy

Introduction and Policy Statement

Section 175 of the Education Act 2002 and regulations under section 157 places a duty on the governing body to have arrangements in place to ensure safeguarding and promoting the welfare of children. The proprietors of THPS recognise that children have a fundamental right to be protected from harm or exploitation and that pupils cannot learn effectively unless they feel secure. The Board will, therefore, provide a school environment which promotes self-confidence, a feeling of worth and the knowledge that pupil's concerns will be listened to and acted upon.

The Board, staff and volunteers in this school understand the importance of working in partnership with children, their parents/ carers and other agencies in order to promote children's welfare.

The Board will also ensure that the school carries out its statutory duties to report suspected child abuse to the Local Authority Children's Services (Social Care) and to assist them in taking appropriate action on behalf of children in need (A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989) or enquiring into allegations of child abuse. Schools recognise the contribution they can make to protect and support pupils in their care.

The school is committed to ensuring that best practice is adopted when working with all children and young people, offering them support and protection and accepts that it has a legal and moral responsibility to implement procedures, to provide a duty of care for young people, to safeguard their well-being and to protect them from abuse.

The purpose of this policy is to:

- Afford protection for our students
- Enable staff and volunteers to safeguard and promote the welfare of children
- Promote a culture which makes the school a safe place to learn.

This Safeguarding Policy applies to all Board members, employees (including supply staff), volunteers and people using the school. They must all acknowledge that:

- The child's welfare is of paramount importance and all children have the right to be protected from abuse.
- All employees and volunteers will receive safeguarding training appropriate to their designation. This is to ensure all staff are aware of the signs and symptoms of abuse and are able to appropriately support children in school, manage behaviours related to the abuse they have experienced.
- Children who are being abused will only tell people they trust and with whom they feel safe and that any member of staff needs to be able to respond appropriately to a child who discloses evidence of abuse.
- It is essential that member of staff's own practice and behaviour puts children's welfare first and cannot be misconstrued in any way and does not contravene accepted good practice.

- All staff and volunteers must be made aware that they should report any concerns about safeguarding practice or any concerns about staff to the Headteacher (or Proprietor if concern is regarding the Headteacher) or to the Local Authority LADO or Ofsted.

Aims of the Policy

- To raise the awareness of all school staff of the importance of safeguarding pupils and of their responsibilities for identifying and reporting actual or suspected abuse
- To ensure pupils and parents are aware that the school takes the safeguarding agenda seriously and will follow the appropriate procedures for identifying and reporting abuse and for dealing with allegations against staff
- To promote effective liaison with other agencies in order to work together for the protection of all pupils
- To support pupils' development in ways which will foster security, confidence and independence
- To integrate a safeguarding curriculum within the existing curriculum allowing for continuity and progress through all key stages making provision for teaching children to keep themselves safe, including online
- To take account of and inform policy in related areas such as discipline, bullying, staff and pupil behaviour policies and e-safety

There are three main elements to the school's safeguarding policy:

1. **PREVENTION** (positive and safe school environment, careful and vigilant teaching, accessible pastoral care, support to pupils, good adult role models).
2. **PROTECTION** (agreed procedures are followed, staff are trained and supported to respond appropriately and sensitively to safeguarding concerns).
3. **SUPPORT** (to pupils, who may have been at risk of significant harm and the way staff respond to their concerns and any work that may be required).

Schools do not operate in isolation. Safeguarding is the responsibility of all adults and especially those working or volunteering with children. The school aims to help protect the children in its care by working consistently and appropriately with all agencies to reduce risk and promote the welfare of children. All professionals work within the same safeguarding procedures.

1. Specific roles in Safeguarding children

The School has a safeguarding Proprietor who takes the lead responsibility and works closely with the Designated Safeguarding Lead and the Head Teacher on safeguarding issues.

The Designated Safeguarding Lead is a senior member of staff designated to take lead responsibility for:

- Managing all child protection issues (Head leads on allegations against staff)
- Keep secure child protection plans, write records and reports
- Child protection policy and procedures: lead in evaluation, review and revision, ensure available to staff and parents
- Induction of staff/staff training/ensure staff are aware of safeguarding policy and procedure

- Providing advice, information and support to other staff/adults in the school and with other pastoral staff to pupils on safeguarding issues
 - Understand (and participate in) early help assessments and process for early help
 - Liaising with the local authority and local safeguarding children board
 - Working in partnership with other agencies; referrals and support; information sharing
 - Ensure a culture of listening to children and taking account of their wishes and feelings.
 - Ensure a pupil's child protection file is transferred to their new school when they move on
- The DSL (and deputies) is most likely to have a complete safeguarding picture.

2. Definitions of Safeguarding and Child Protection

- Safeguarding and promoting the welfare of children is: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. (KCSIE 2018)
- Child protection refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm (working Together 2015 Appendix A glossary). See Appendix 1.

3. Early Help

Providing early help is more effective in promoting the welfare of children than reacting later. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care

In order to do this, the school will work with other local agencies to identify children and families who would benefit from early help

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, pastoral worker, SENCO, family outreach worker, targeted youth, breakfast club
- Refer to appropriate services e.g. CAMHS, YADAS

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse

4. Responding to Disclosures – guidance for staff – (see also appendix 2)

Talbot House School differentiates between safeguarding children who have suffered or are likely to suffer harm and those who are in need of additional support from one or more agencies. Procedures ensure correct reporting and agency involvement ensuring that:-

Children who have suffered or are likely to suffer harm are reported directly to Children’s Social Care immediately (at least within one working day) (at risk), or the police if a crime has been committed.

Children who require additional support from one or more agencies lead to inter-agency assessment by use of the “Common Assessment Framework” (CAF) and “Team around the Child” (TAC) approaches. (in need)

If a member of staff or volunteer suspects that a pupil is suffering abuse: The first priority is to ensure that the pupil is not in need of immediate medical attention. Staff must always speak to the designated safeguarding lead (or deputy) The matter must be passed to the DSL, or a member of the Child Protection Team as soon as possible. The matter should not be dealt with on a purely personal basis.

Wherever possible, there should be a conversation with the designated safeguarding lead (or deputy), who will help staff decide what to do next.

Options include:

- managing any support for the child internally via the school or college’s own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child is in need or suffering or likely to suffer harm

If the DSL decides to take the matter further, she will contact Social Care. The matter is then in their hands. At all stages, written reports must be kept. (See notes on written reports)

Dorset Threshold Tool for reference

http://www.proceduresonline.com/pandorset_scb/user_controlled_lcms_area/uploaded_files/Dorset%20Threshold%20Tool%20August%202015.pdf

If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

Anyone can make a direct referral to Social Care, if they feel it necessary for the child’s safety. Parental consent for referral to statutory agencies is not required.

All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments

If a child wishes to confide in you the following guidelines should be adhered to:

- **Be honest.**
 - Do not make promises that you cannot keep.
 - Explain that you are likely to have to tell other people in order to stop what is happening.
- **Create a safe environment.**
 - Stay calm.
 - Reassure the child and stress that he/she is not to blame.

- Tell the child that you know how difficult it must have been to confide in you.
- Listen to the child and tell them that you believe them and are taking what is being said seriously.
- **Record on the appropriate form exactly what the child has said to you and include;**
 - Child's name, address, date of birth
 - Date and time of any incident
 - What the child said and what you said
 - Your observations e.g. child's behaviour and emotional state
 - Any action you took as a result of your concerns - specific information about who you spoke to, names, phone numbers and resulting actions
 - Sign and date the record and provide a copy for Social Care and your records.
- **Be clear about what the child says and what you say.**
 - Do not interview the child and keep questions to a minimum.
 - Encourage the child to use his/her own words and do not try to lead them into giving particular answers.
- **Maintain confidentiality**
 - Only tell those people that it is necessary to inform.
- **Do not take sole responsibility**
 - Immediately consult your Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
 - The Designated Safeguarding Lead should raise these concerns to Social Care before the child goes home if still in school. A decision will be made by Social Care whether to convene a strategy meeting; undertake a social care or joint investigation or provide alternative services or advice. (See Appendix 2.)
 - Although referrals to Social Care would normally be made by the DSL, any other individual with concerns can make a referral.

Social Care will advise about if and when to share information with parents if there are concerns that this may be putting the child more at risk.

Social Care referrals:

Bournemouth: Telephone 01202 458101

Poole: Telephone 01202 735046.

The Dorset Police Safeguarding Investigation Team: Telephone 101 (switch board)

5. Partnership with parents

Sharing Concerns with Parents

There is a commitment to work in partnership with parents or carers and in most situations it may be appropriate to discuss initial concerns with them.

There are circumstances however, where it would be inappropriate to discuss concerns with parents or carers and may in fact put the child at greater risk. This may include identification of sexual abuse, physical abuse cases where a parent may be responsible for the abuse and parents who may not be able to respond reasonably to the situation.

The school shares a purpose with parents to educate, keep children safe from harm and have their welfare promoted.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy

and confidentiality and will not share sensitive information until we have permission or it is necessary to do so to protect a child.

Talbot House Preparatory School will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm.

We encourage parents to disclose any concerns they may have with THPS. We make parents aware of our Safeguarding and Child Protection Policies and parents are aware that these are on the school website.

6. Domestic Abuse

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi-Agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

7. Pupils with Child Protection Plans

Pupils who are the subject of a Child Protection Conference will have either an agreed multi-disciplinary action plan or child protection plan. The Designated Safeguarding Lead will attend planning meetings and core group specified in the plan and contribute to assessments and plans.

The School recognises that pupils who are the subjects of abuse or who live in situations of domestic violence may exhibit distressed or challenging behaviour and may not be reaching their full academic potential. The school will ensure that appropriate support mechanisms are in place in school.

8. Children with Special Educational Needs or Disabilities

The School recognise that children with special educational needs or disabilities may be especially vulnerable to abuse and more prone to peer group isolation than other children. and expect staff to take extra care to interpret correctly apparent signs of abuse or neglect. Indications of abuse will be reported as for other pupils.

The Board will provide a school environment in which pupils with special educational needs or disabilities feel confident and able to discuss their concerns. Extra pastoral support is considered for those children with SEN or disabilities to address these additional challenges.

9. Young people who present sexually problematic behaviour to others, violent behaviour or self harm

Concerns about inappropriate sexual behaviour will be reported to the DSL immediately and a referral made to Children's Social Care who will advise on the appropriate action to take and facilitate a strategy meeting when appropriate. For all categories schools must use the School Risk Management Process. The risk to other pupils and staff must be assessed and the school must risk assess the level of support and school action needed to protect other pupils in the school.

The use of reasonable force in school

There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force. The school will follow DfES guidance.

10. Safer Recruitment

Our safer recruitment practice includes those persons who may not have direct contact with young people but because of their presence will still be seen as safe and trustworthy e.g. volunteers, support staff. We understand that it is an offence under the Disclosure and Barring Service legislation to knowingly employ (or take on as a volunteer), in a DBS regulated activity, someone who is barred from such activity. We will do all we can to ensure that all those working with children in Talbot House are suitable people. This involves scrutinising applicants, verifying their identity, checking their employment history and qualifications and obtaining independent professional and character references that answer specific questions to help assess their suitability to working with children. To ensure a consistent and thorough process of safe recruitment in order to ensure that those recruited are suitable we follow the DfE guidance concerning safeguarding children and safer recruitment in education. Please see the Safer Recruitment Policy

The school will report promptly to the DBS any person who has harmed or poses a risk to a child and who has been removed from working, paid or unpaid, with children or would have been removed if he/she had not left earlier. Consideration will be given to making a referral to the NCTL where a teacher has been dismissed for misconduct, or would have been if s/he had not resigned first.

11. Staff training and induction

- The DSL and deputies will attend safeguarding training at least once every two years, attend safeguarding forums and keep up to date with recommendations from serious case reviews, changes to national and LSCB policy and guidance.
- The whole school staff group will receive safeguarding training at least every three years with annual up-dates and notifications of any necessary changes, reminders being made available as required in line with LSCB advice including Prevent, FGM, online safety and more informal updates. These will be given through regular staff meetings, INSET and weekly emails of NSPCC updates.
- All new staff, volunteers and governors will receive Safeguarding induction to ensure understanding of the safeguarding policy. As well as talking to the DSL, they will receive: a copy of the safeguarding policy, a copy of KCSiE Part 1 (plus quiz to complete), KSCiE Annex A (if working with children) staff handbook, anti-bullying policy, positive behaviour policy, whistleblowing policy, acceptable use of IT (including social media and phones) and guidelines on staff/pupil relationships.

12. Safer working practice

All adults who come into contact with children at this school will behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. They must follow the Staff Code of Conduct. In line with our staff Code of Conduct:

Staff have a duty of care to safeguard pupils from:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The duty to safeguard pupils includes the duty to report concerns about a pupils to the School's Designated Safeguarding Lead (DSL) for Child Protection.

Staff must be familiar with the School's Safeguarding – Child Protection Policy and partake in any Child Protection training organised.

Staff must not demean or undermine pupils, their parents or carers or colleagues.

Staff must take the upmost care of pupils under their supervision with the aim of ensuring their safety and welfare.

13. Staff Behaviour

Guidelines for Staff:

1. Private meetings with pupils
Staff and volunteers should be aware that private meetings with individual pupils may give rise to concern. There will be occasions when a confidential interview or a one-to-one meeting is necessary but, where possible, such interviews should be conducted in a room with visual access, or with door open, or in a room or area which is likely to be frequented by other people, and pupil or adult should be present or nearby. Where such conditions cannot apply, staff should ensure that another adult know that the interview is taking place.
2. Physical contact with pupils
 - a) Physical contact may be misconstrued by a pupil, parent or observer. As a general principle staff must not make gratuitous physical contact with their pupils. It is particularly unwise to attribute touching to their teaching style or as a way of relating to pupils.
 - b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.
3. Where physical contact may be acceptable
 - a) There may be occasions where a distressed pupil needs comfort and reassurance which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same pupil over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance he/she should seek advice from the Headteacher.
 - b) Any form of physical punishment of pupils is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is particularly important that staff understand this both to protect their own position and the overall reputation of the school.
 - c) There may be occasions where it is necessary for staff to restrain a pupil physically to prevent him/her from inflicting injury to others or self-injury damaging property, or causing disruption. In such cases only the minimum force necessary may be used and any action taken must be to restrain the pupil. Where any employee has taken action to physically restrain a pupil he/she should make a written report of the incident in the form prescribed by the school's policy on restraint.

14. Allegations against staff/DSL/Volunteers/Headteacher

Any report of concern about the behaviour of a member of staff or allegation of abuse against a member of staff must immediately be reported to the Headteacher who will refer to the appropriate Local Authority Designated Officer (LADO) :

Bournemouth: (01202 458795)

Poole: Julie Murphy (01202 633694), John McLaughlin (01202 714677) or
Jill Aiken (01202 714747)

Any concern or allegation against a Headteacher will be reported to Mike McQuin (07971 405692) or Mark Broadway (01590 672785) who will take the complaint to LADO without informing the headteacher.

The Keeping Children Safe in Education 2015 part 4, Allegations of abuse made against teachers and other staff and the Bournemouth and Poole LSCB procedures will be followed for both the investigation and support for the member of staff. Any allegation against staff must not be investigated by School, but must be passed directly to LADO for their investigation.

If a person is dismissed, removed, or resigns from their position due to concerns regarding their inappropriate behaviour DBS must be informed. If there is professional misconduct involved, NCTL must also be informed.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of a child is paramount. The school's whistle blowing code enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. Please see the Whistleblowing Policy.

15. Welcoming other Professionals

Visitors with a professional role, such as the school nurse, social worker, educational psychologist or members of the Police should have been vetted to work with children through their own organisation.

Professionals will be required to bring their identity badges on all visits and to wear these. They will complete signing in/out forms and wear a school I.D. badge if required to do so.

16. Off Site Visits

Off site visits will be the subject of a risk assessment. Safeguarding concerns or allegations will be responded to following the LSCB procedures (as above). The member of staff in charge of the visit will report any safeguarding concerns to the Designated Safeguarding Lead and Headteacher, who will pass to Social Care if appropriate. In emergency the staff member in charge will contact the police and/or social care.

17. 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. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place. To protect children we will:

- Seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- Seek parental consent
- Use only the child's first name with an image
- Ensure that children are appropriately dressed
- Encourage children to tell us if they are worried about any photographs that are taken of them

At events where parents are taking photographs of children that these are to be for personal use only (can add that these are not to be shared on social media).

18. Missing Children

A child going missing from education is a potential indicator of abuse and neglect. After reasonable attempts have been made by the school to contact the family, the school will follow the LSCB procedure and refer to the Local Authority education welfare service.

Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

19. The Prevent agenda

The school policy must make reference to the school's responsibilities in relation to the Counter Terrorism and Security Act 2015. This duty is known as the Prevent duty. The requirements for schools are

- A Prevent lead must be appointed for the school, this can be the DSL.
- Assess risk of pupils being radicalised and drawn into terrorism
- Know what to do to support those assessed as being at risk e.g. referral to the Channel programme
- Working in partnership with other agencies
- Staff training to raise awareness
- IT policies and suitable filtering to ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

020 73407264

counter-extremism@education.gsi.gov.uk

20. Children at risk of CSE (Child Sexual Exploitation)

Both staff and pupils should receive education about CSE and children should be advised as to how to keep themselves safe at an age appropriate level. The school will raise awareness with parents and provide advice themselves or sign post parents to further advice.

21. Other relevant policies

This policy should be read in conjunction with the school's policies for:

- Health and Safety including medical, first aid
- Behaviour, anti-bullying
- Complaints procedure
- Safer Recruitment

22. School Safeguarding Responsibilities Summary

The school will:

- Abide by the Keeping Children Safe in Education guidance
Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance *Working Together to Safeguard Children 2015*. Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. (KCSIE para. 4)
- Give all staff a copy of Part 1 of KCSIE and ensure that it is read and understood
- Annex A is attached to policy when amended and updates distributed to staff
- Have a child protection/Safeguarding policy with procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children's Board (LSCB) (KCSIE para. 34)
- Appoint a lead governor responsible for safeguarding practice within the school
- Appoint a Designated Safeguarding Lead is a member of the Leadership Team and Deputies to provide adequate cover
- Appoint a Prevent lead, this role may be held by the DSL
- Have a named member of staff to support children who are Looked After Children

- Require teachers, staff and volunteers to read and implement the Bournemouth and Poole LSCB procedures, school policy and good practice guidelines
- Ensure that teachers, staff, contractors and volunteers have completed Disclosure and Barring Service checks as per the safer recruitment guidance and that contacts within extended services require safer recruitment and safeguarding compliance
- Undertake relevant safer recruitment training and allegations management
- Ensure any external contractors using or on school premises are signed up to Safeguarding Procedures and ensure they follow guidelines on the use of restraint and comply with the safeguarding requirements, i.e. after school clubs
- Ensure staff and volunteers comply with Safer Working practice for adults who work with children and young people in Education Settings
- Sign up to the Dorset overarching information sharing protocol and share information relating to MARAC and the Personal information sharing agreement with respect to receiving alerts about domestic abuse
- Ensure that the relevant staff have undertaken appropriate training to contribute to multi-agency assessments of children
- Ensure management of allegations procedures are implemented
- Ensure staff work to the agreed Behaviour policy/code of conduct and safer working procedures
- Recognise that children with special educational needs may be especially vulnerable to abuse and expect staff to take extra care to ensure their needs are protected
- Have and use an Anti-Bullying Policy responding to any complaint of bullying or prejudice within the school. (Bullying will be treated as a safeguarding concern when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.) Have a member of staff as an Anti-Bullying Champion
- Have an E-safety Policy in line with LSCB requirements. Have a member of staff as an E-Safety Champion
- Have a whistle blowing policy where it is safe to discuss concerns
- Be aware of the needs of vulnerable groups, identify and action for all identified
- Make policies available to parents and pupils via the school website
- Provide education to children about safeguarding issues
- Ensure the child's wishes and feelings are taken into account in respect to individual matters as well as safeguarding generally
- Undertake an annual audit of safeguarding, using the LSCB Safeguarding Self Evaluation audit tool (or similar) which will be shared with the Board leading to appropriate actions to ensure that the school is meeting all the requirements in line with national guidance, legislation and LSCB guidance
- Undertake a safeguarding report for the Board at least annually and review the safeguarding policy annually

23. Types of abuse and neglect (taken from Working Together and as appears in KCSIE)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Recognising abuse:

Domestic Abuse (Violence): Whilst not a stand-alone category, domestic abuse has a significant impact on pupils who experience it in their home. This is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

This school receives information from the police to alert the Designated Safeguarding Lead in the school when there has been an incident of domestic abuse in a household where a pupil lives. We are not informed of the detail of the incident, only that one has occurred. This allows us to monitor and support the pupil. If we have additional concerns we will discuss the need for further safeguarding actions with Social Care. This information would only be shared with other staff on a restricted need to know basis i.e. those who are immediately responsible for the pupil's welfare such as the class teacher. Where a Multi Agency risk assessment conference (MARAC) occurs the school may be asked for information and appropriate school related information may be shared with the school after the meeting.

Indicators of Abuse

Indicators of child abuse may include the following:

Physical Abuse

Physical indicators: unexplained bruising, marks or injuries especially on areas of the body where accidental injuries are unlikely, bruises which reflect hand or fingertip marks, cigarette burns, scalds, broken bones (especially in children under 2 years).

Behavioural indicators: fear of going home, fear of parents being contacted, flinching when approached or touched, withdrawn behaviour, reluctance to get changed, running away.

Emotional Abuse

Physical indicators: failure to grow or thrive, sudden onset of speech disorders, developmental delay.

Behavioural indicators: fear of parents being contacted, excessive fear of making mistakes, unwillingness to play or take part, neurotic behaviour (e.g. hair twisting, rocking), self harm.

Sexual Abuse

Physical indicators: stomach pains, bruising or bleeding near the genital area, discomfort when walking or sitting down, vaginal discharge or infection, sexually transmitted disease.

Behavioural indicators: sudden or unexplained changes in behaviour, apparent fear of someone, nightmares, eating problems or disorders, sexual knowledge which is beyond their age or developmental level, acting in a sexually explicit way, sexual drawings or language, substance or drug abuse, unexplained sources of money, not allowed to have friends.

Neglect

Physical indicators: unkempt state, inappropriate clothing, weight loss / underweight, constant hunger, tiredness.

Behavioural indicators: truancy, lateness, missing doctor or hospital appointments, stealing food, few friends, regularly left alone and unsupervised.

Domestic violence has a significant impact on children and young people. The impact may be emotional or physical. Hughes research 1992 found 1/3 of children in households with domestic violence as a feature were sexually abused, half were physically abused.

Definition of Bullying

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Anyone can be the target of bullying although victims are typically shy, sensitive and sometimes insecure. It is common for the targets of bullying to be different from others in some obvious way such as overweight, very small, having a disability or being from a different race or culture.

Bullying can be carried out by boys or girls, adults or children.

Bullying can be carried out by:

- Anyone who intimidates or ridicules another.
- Anyone who pushes a pupil too hard.
- Anyone who has an attitude of "win at all costs" and places unacceptable pressure on pupil.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling, happy slapping, etc.
- Verbal abuse – teasing, name-calling, sarcasm, threats, racist or sexist comments.
- Emotional abuse – ridicule, tormenting, humiliation, ostracising

- If bullying comprises a sexual nature a referral must be made to the Children's Social Care Triage Team
- Cyber bullying

Peer on Peer Abuse

All staff should be 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), sexual violence, sexual harassment and sexting. Staff should be aware that it is more likely that girls will be victims and boys perpetrators. All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse

Peer on peer abuse includes, but is not limited to, bullying (online and offline), gender based violence, sexual assaults and sexting; sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; initiating/hazing type violence and rituals It should always be dealt with as a safeguarding issue and should never be passed off as "banter" or "just a bit of fun". If a child is in immediate danger or at serious risk of harm a referral should be made to children's social care and/or the police immediately following the school's safety policy.

When making decisions about how to deal with allegations, schools should take into consideration the age and understanding of the perpetrator, as well as any relevant personal circumstances and how this relates to his/her behaviour. Schools should also consider any disparity in age between the perpetrator and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence. The views of the students and, where appropriate, parents, should be taken into account.

Sexting

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved.

For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

Gather the Facts

Speak to all the young people involved separately, gain a statement of facts from them and use consistent language and open questions for each account. The easiest way to do this is not to have a line of questioning but to ask the young people to tell you what happened. Only interrupt the young person from this to gain clarity with open questions, 'where, when, why, who'. (What

happened? Who observed the incident? What was seen? What was heard? Did anyone intervene?)

Consider the Intent (begin to Risk Assess)

Has this been a deliberate or contrived situation for a young person to be able to harm another?

Decide on your next course of action

If from the information that you gather you believe any young person to be at risk of significant harm you must make a safeguarding referral to social care immediately (where a crime has been committed the police should be involved also). If this is the case, once social care has been contacted and made a decision on what will happen next then you will be informed on your next steps.

If social care and the police intend to pursue this further they may ask to interview the young people in school or they may ask for parents to come to school to be spoken to also. It is important to be prepared for every situation and the potential time it may take.

It may also be that social care feel that it does not meet their criteria in which case you may challenge that decision, with that individual or their line manager. If on discussion however, you agree with the decision, you may then be left to inform parents.

Informing parents

If, once appropriate advice has been sought from police/social care you have agreement to inform parents or have been allocated that role from the other services involved then you need to inform the parents as soon as possible. If services are not going to be involved then equally, this information may need to be shared with parents. If a young person is deemed to be 'Gillick Competent' following the 'Fraser' guidelines and does not wish you to share the information with parents, then the school must consider this especially for example if the young person is pregnant and this is why they are being bullied (unless this has occurred through significant harm in which case a criminal/social care case is likely or the young person is under the age of 13).

In all circumstances where the risk of harm to the child is evident then the school should encourage the young person to share the information with their parent or even with them (they may be scared to tell parents that they are being harmed in any way). Where school can evidence they are acting in the best interests of the young person they would not be criticised, however this would be the case if they actively breached the rights and choices of the young person.

The best way to inform parents is face to face. Although this may be time consuming, the nature of the incident and the type of harm/abuse a young person may be suffering can cause fear and anxiety to parents whether their child is the child who was harmed or who harmed another.

Points to consider:

What is the age of the children involved?

How old are the young people involved in the incident and is there any age difference between those involved? (In relation to sexual exploration, children under the age of 5, in particular 1-4 year olds who are learning toileting skills may show a particular interest in exploration at around this stage. This, however should not be overlooked if other issues arise (see following)

Where did the incident or incidents take place?

Was the incident in an open, visible place to others? If so was it observed? If not, is more supervision required within this particular area?

What was the explanation by all children involved of what occurred?

Can each of the young people give the same explanation of the incident and also what is the effect on the young people involved? Is the incident seen to be bullying for example, in which case regular and repetitive? Is the version of one young person different from another and why?

What is each of the children's own understanding of what occurred?

Do the young people know/understand what they are doing? E.g. do they have knowledge of body parts, of privacy and that it is inappropriate to touch? Is the young person's explanation in relation to something they may have heard or been learning about that has prompted the behaviour? Is the behaviour deliberate and contrived? Does the young person have understanding of the impact of their behaviour on the other person?

In dealing with an incident of this nature the answers are not always clear cut. If you are concerned or unsure as to whether or not there is any risk involved, please seek advice from Children's Services Social Care.

Repetition

Has the behaviour been repeated to an individual on more than one occasion? In the same way it must be considered has the behaviour persisted to an individual after the issue has already been discussed or dealt with and appropriately resolved?

Next Steps

Once the outcome of the incident(s) has been established it is necessary to ensure future incidents of abuse do not occur again and consider the support and intervention required for those involved.

For the young person who has been harmed

What support they require depends on the individual young person. It may be that they wish to seek counselling or one to one support via a mentor. It may also be that they feel able to deal with the incident(s) on their own or with support of family and friends. In which case it is necessary that this young person continues to be monitored and offered support should they require it in the future. If the incidents are of a bullying nature, the young person may need support in improving peer groups/relationships with other young people or some restorative justice work with all those involved may be required.

Other interventions that could be considered may target a whole class or year group for example a speaker on cyber bullying, relationship abuse etc. It may be that through the continued curriculum of PHSE and SMSC that certain issues can be discussed and debated more frequently.

If the young person feels particularly vulnerable it may be that a risk assessment can be put in place for them whilst in school so that they have someone named that they can talk to, support strategies for managing future issues and identified services to offer additional support.

For the young person who has displayed harmful behaviour

In this circumstance it is important to find out why the young person has behaved in such a way. It may be that the young person is experiencing their own difficulties and may even have been harmed themselves in a similar way. In such cases support such as one to one mentoring or counselling may also be necessary. Particular support from identified services may be necessary through a CAF/strengthening families/early help referral and the young person may require additional support from family members.

Once the support required to meet the individual needs of the young person has been met, it is important that young person receives a consequence for their behaviour. This may be in the form of restorative justice e.g. making amends with the young person they have targeted if this has been some form of bullying. In the cases of sexually harmful behaviour it may be a requirement for the young person to engage in one to one work with a particular service or agency (if a crime has been committed this may be through the police or youth offending service). If there is any form of criminal investigation ongoing it may be that this young person cannot be educated on site until the investigation has concluded. In which case, the young person will need to be provided with appropriate support and education whilst off site.

Even following the conclusion of any investigation the behaviour that the young person has displayed may continue to pose a risk to others in which case an individual risk assessment may be required. This should be completed via a multiagency response to ensure that the needs of the young person and the risks towards others are measured by all of those agencies involved

including the young person and their parents. This may mean additional supervision of the young person or protective strategies if the young person feels at risk of engaging in further inappropriate or harmful behaviour.

The school may also choose a punishment as a consequence such as exclusion or internal exclusion/inclusion/seclusion for a period of time to allow the young person to reflect on their behaviour.

After care

It is important that following the incident the young people involved continue to feel supported and receive help even if they have stated that they are managing the incident. Sometimes the feelings of remorse, regret or unhappiness may occur at a much later stage than the incident. It is important to ensure that the young people do not engage in any further harmful behaviour either towards someone else or to themselves as a way of coping (e.g. self-harm). In which case, regular reviews with the young people following the incident(s) are imperative

The school has a responsibility to work with other agencies on all safeguarding issues which may include:

- child sexual exploitation (CSE)
- bullying including cyberbullying and prejudice based bullying
- domestic abuse
- Drugs and alcohol misuse
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- Radicalisation/extremism
- Sexting/grooming and other E safety issues
- teenage relationship abuse
Peer on peer abuse (sexting and banter)
- Trafficking
- Honour Based Violence (HBV)

For more information see the links to Government guidance in KCSIE

24. Links to relevant law and guidance

- Working Together to Safeguarding Children 2015
<http://www.workingtogetheronline.co.uk/chapters/contents.html>
- Keeping children safe in education 2016
- https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf
- Section 175 Education Act 2002 (local authorities) and Section 157 and the Education (Independent Schools Standards (England) Regulations 2003 for Independent schools (including academies and city technology colleges)
- <http://www.legislation.gov.uk/ukpga/2002/32/section/175>
- Inspecting safeguarding in early years, education and skills settings
- <https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills-from-september-2015>
- Guidance for Safer Working Practice for Adults who work with children and young people
www.webarchive.nationalarchives.gov.uk/.../dcsf.gov...practice/ig00311/
- Bournemouth and Poole Local Safeguarding Children's board (LSCB)

- www.bournemouth-poole-lscb.org.uk
- What to do if you're worried a child is being abused – March 2015
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
- Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Department for Education – e-safety guidelines
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251455/advice_on_child_internet_safety.pdf
- Safeguarding: Disclosure and Barring – changes from September 2012
<https://www.gov.uk/government/organisations/disclosure-and-barring-service>
- The Information Commissioner's Office – Data Protection Act in Schools and Education
http://ico.org.uk/for_organisations/sector_guides/education
- The South West Grid for Learning (SWGfL)
<http://www.swgfl.org.uk/products-services/Online-Safety-Services/E-Safety-Services/360>
- Family Information Service – Borough of Poole
<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/home.page>
- Family Information Service –Bournemouth Borough Council
www.bournemouth.gov.uk/.../ChildrensInformationService

The Designated Safeguarding Lead is Mrs Sarah Howe
Telephone number: 01202 510348

The Deputy Designated Staff for Safeguarding are Mrs Emma Haworth, Mrs Kim Burdon
(EYFS)and Mrs Deborah Leversha
Telephone number: 01202 510348

The Lead Safeguarding Board member is Mr Mike McQuin.
Telephone number: 07971 405692

Date Safeguarding policy adopted by the Board:

Signed:

Headteacher

Proprietor

Date to be reviewed:

The Designated Safeguarding Lead and the Board will monitor the safeguarding practice of the school to ensure that this policy is understood and being operated effectively in practice.

The full guidance (Keeping Children Safe in Education 2016) is statutory and applies to all schools and colleges – maintained, non maintained, independent, academies, free schools alternative provision academies and pupil referral units. ‘School’ includes maintained nursery schools

- PRUs have been added to the list of settings comprised under ‘school’

KCSiE Part 1

New wording to describe the important role schools play in the wider safeguarding system, as described in ‘*Working together to Safeguard Children*’ (2015)

<https://www.gov.uk/.../working-together-to-safeguard-children--2>

- Rewording to explicitly state that **safeguarding and promoting the welfare of children is everyone’s responsibility**
- All professionals to make sure that their approach is **child-centred approach** where professionals consider, at all times, **what is in the best interests of the child** (bullet 2)
- Rewording to highlight the importance of **professionals sharing information and working together** to get a full picture of need to receive the right help at the right time
- Reference made to The Teachers’ Standards (2012) and professional duties: Safeguard children’s welfare and maintain public trust in the teaching profession (Bullet 11)

Early Help

- Importance for all staff to identify children who may benefit from early help, understand their role in it and support the assessment process (including acting as the lead professional) (Bullet 9 and 14)
- DSL should support the staff member with regards to early help process (Bullet 25)
- New paragraph added about the need for constant review and communication with CSC if a child’s welfare is still a concern (Bullet 26)

Staff Training:

- As well as attending regular training, all staff should receive safeguarding and CP ‘updates’, as required but at least annually (*via emails, e-bulletins, staff meetings etc*) (Bullet 13 Part 1, Bullet 65 part 2)

Concerns about a child:

- Staff's understanding of referral process and statutory assessments following a referral to CSC strengthened (Bullet 15). All staff should be aware of the process for making a referral to CSC.
- Clarification is given about the protocol to be followed if a member of staff has a concern about a child. (Bullet 21)
- Flowchart has been revised (p.10) "Actions where there are concerns about a child"
- A greater emphasis is placed on staff: i.e. staff can make a referral, and have the responsibility to follow up on the referral if not being informed of the outcome by CSC (Bullet 22). Alignment with existing arrangements re: **FGM Mandatory Reporting Duty** for teachers. (Bullet 27)
- Updated advice if a child is in immediate danger or is at risk of harm - a referral should be made to CSC and/or the police immediately. Anyone can make a referral. Mentions the importance of informing DSL that a referral has been made (Bullet 28)
- All concerns, discussions and decisions should be recorded in writing (Bullet 29)

Whistle blowing:

- Terminology has been amended and strengthened (Bullet 31)
- All concerns are now to be reported to the HT or Principle / SLT not '*management*' team.
- New sentence added on what to do if the concern is about a Headteacher, when the Headteacher is also the sole proprietor of the an independent school. (Bullet 32)
- New paragraph added to signpost staff to alternative sources of help if they feel they can't report a concern within their organisation. Addition of the NSPCC Whistle blowing helpline:
help@nspcc.org.uk (Bullet 34)

Abuse

- Greater emphasis on abuse being a highly complex issue
- New paragraphs added to highlight the need for staff to understand the complexity of abuse. All staff to be aware that abuse, neglect and safeguarding issues are rarely standalone events (Bullet 35)
- Definition of abuse has been update to reflect latest departmental guidance. (para 36)

Specific Safeguarding Issues:

- All staff to be aware of wider specific safeguarding issues, and associated behaviours linked to certain activities (Bullet 41)
- New paragraph states all staff need to understand and be aware of safeguarding issues that can manifest themselves via peer on peer abuse and on what and how this can be carried out. All staff should be clear about the school / college policy and procedures with regard to peer on peer abuse (Bullet 42)

- Introduction of 'hate' and 'missing children and adults strategy' as part of the section on awareness of safeguarding issues (Bullets 43 and 51)

KCSiE Part 2: The Management of Safeguarding

This now includes the responsibility of management committees.

- Schools and colleges should have a senior board level (or equivalent) lead to take leadership responsibility for the organisation's safeguarding arrangements (Bullet 46)

Policies and procedures:

- Updated to emphasise the importance that Governing Bodies and Proprietors ensure up to date policies and procedures are in place, to ensure timely and appropriate actions are taken.(Bullet 47)
- **CP policy updated annually** as a minimum requirement and to be publically available (Bullet 49)
- Children with special educational needs and disabilities needs, to be reflected in CP policy (Bullet 5)
- **Staff Behaviour Policy / Code of conduct** should now include *acceptable use of technologies* as well as staff/pupil relationships, communications including the use of social media – not an exhaustive list (Bullet 48)
- Information given to temporary staff and volunteers on induction- subject to decisions based on a proportional risk based approach by governing bodies/proprietors (Bullet 48)

Designated Safeguarding Lead:

- DSL must be a **SENIOR member of SLT** with **LEAD RESPONSIBILITY** for safeguarding and child protection (Bullet 52)
- DSL leadership responsibility for Child Protection and Safeguarding should be explicit in the role-holders' job description (Annex B) (Bullet 52)
- **DSL and/or Deputy DSL MUST be available during school hours**; schools to arrange adequate and appropriate cover arrangements for out of hours/out of term activities (Bullet 56)
- Individual schools and colleges can decided whether to have one or more deputy designated safeguarding lead(s). All deputies should be trained to the same standard as the DSL (designated safeguarding lead) (Bullet 53)
- The lead responsibility for safeguarding and child protection should not be delegated to any Deputy DSLs (Bullet 54)
- DSL/Deputy DSL training should be updated every 2 years (Bullet 57)
- DSL/ DDSL knowledge and skills should be updated at regular intervals - at least annually (Bullet 58)

Inter-Agency Working:

- Updated paragraph stresses the importance of schools working with other agencies in a co-ordinated way. This includes providing a co-ordinated offer of early help,

contributing to inter-agency plans to provide additional support, allowing access to CSC etc. (Bullet 59)

- Governing bodies and proprietors should ensure that safeguarding arrangements reflect local protocols, procedures and practice arrangements as part of the inter-agency procedures set up by the LSCB. This should include the LSCB's threshold document along with supplying information as requested by the LSCB (Bullet 60)
- Paragraphs added on key principles of Information Sharing and Data Protection highlighting that data protection should not be a barrier to information sharing as the safety and welfare of the child is paramount (Bullet 61-62)
- New paragraph that explicitly mentions the importance of information sharing with regard to identifying and preventing sexual exploitation (Bullet 63)

Staff Training:

- All staff members to undergo safeguarding and child protection training on induction. All training should be regularly updated and this should be in line with advice from the LSCB (Bullet 64)
- As well as attending regular training, all staff should receive safeguarding and CP 'updates', as required but at least annually (via emails, e-bulletins, staff meetings etc) (Bullet 13 Part 1, Bullet 65 part 2)
- New paragraph added highlighting the importance in staff expertise to be used in shaping policies. Opportunity should be provided for staff to contribute to and shape safeguarding arrangements and child protection policy (Bullet 66)

On Line Safety:

- Online safety given greater importance
- New paragraph added that highlights the need for appropriate filters and appropriate monitoring systems are in place when using online learning (Bullet 67) to protect, not restrict learning (Bullet 69)
- New stronger wording: Governing bodies and proprietors ***should ensure children are*** taught about safeguarding including on line safety. (previously: Governing bodies and proprietors *should consider how children may be* taught about safeguarding) (Bullet 68)

Inspection:

- Updated section to reflect the new Ofsted Inspection framework, including that of independent schools (Bullet 70)

Safer recruitment:

- Reminders of statutory responsibilities includes volunteers
- Recruitment and Selection Policy and procedures to be in place in school (Bullet 71)
- Safer Recruitment Training needed (Bullet 72)

Allegations of abuse:

- Allegations of abuse terminology extended. Now includes Headteachers, Principals and volunteers (Bullet 73)

- More detail given on peer on peer abuse. School staff should be aware of and recognise the signs of peer on peer abuse (Bullet 76)
- Child protection policy to include procedures to minimized risk of peer on peer abuse and how allegations will be investigated and dealt with (Bullet 76)
- ‘Sexting’ & ‘gender based bullying’ explicitly mentioned. Update stresses implications for schools (Updating of CP policy etc.) (Bullet 76-78)

The child’s wishes:

- The child’s wishes and feelings should be taken into account when determining actions. Systems and processes should operate with the BEST interests of the child at heart. (Bullet 79)

Residential Special Schools:

- Reference and inclusion of residential special schools - added to the section about boarding schools and children’s home (Bullet 80)

Looked After Children (LAC)

- All staff to have awareness of issues around safeguarding of LAC and the legal status of the care arrangements
- Highlights schools must have a Designated Lead Teacher for LAC On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales
- More detail about the Virtual School Headteacher: Designated Teacher for LAC in maintained schools and academies, to work with the VS HT to discuss best use of PP funding and progress of LAC, if needs are being met as identified in the child’s personal education plan. In other schools and colleges an appropriately trained teacher should take the lead (Bullet 84)
- A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these children, who are a particularly vulnerable group

Children with SEN and D

- New paragraph added specifically highlights the importance of awareness around additional vulnerabilities of children with SEN and D. Child protection policy should reflect the fact that additional barriers can exist when recognizing abuse and neglect in this group. Details added on some specific barriers. (Bullet 85)

KCSiE Part 3

Safer Recruitment

- Alignment of section 128 checks for those engaged in management of independent schools, academies and free schools (Bullet 91)
- Updated DBS guidance (Bullet 92-93)
- Change of terminology: *Teacher* prohibition orders and *Teacher Services' system* replaces Employer Access Online Service (Bullet 97)
- Section 128 direction: clarification of those prohibited and how to carry out the check (Bullet 99, 100)
- Further checks on people who have lived or worked outside the UK: EEA professionals (Bullet 112 and 114)
- Maintained school governors checks – alignment with recent changes (Bullet 129)

KCSiE Part 4 – unchanged

KCSiE Annex A:

Children missing Education (CME)

- New requirement for school staff to follow the school's procedures *for unauthorised absence*, as well as for dealing with children who go missing from education (page 51)
- Responsibility on colleges providing information for a child of compulsory school age to work collaboratively with the LA in order to share information about the attendance and/or absences of that child + requirement for the college to inform the LA immediately if that child is removed from roll (page 52)

FGM, CSE, PREVENT

- Updated to reflect recent guidance and the mandatory reporting for FGM.
- CSE – more information will be updated when new definition is agreed (page 52)
- Updated and broadened to include 'honour-based' violence: indicators – actions - FGM mandatory reporting duty – forced marriage (page.53-54)
- Preventing radicalisation: in line with the individual school's safeguarding policies and procedures, schools to consider effective engagement with parents / the family and to discuss any concerns in relation to possible radicalisation with a child's parents (page.56)
- Resources: 'Educate against hate', a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue (page.56)
- Details about 'Channel, the 'Channel guidance' and 'Channel General Awareness', If a member of staff makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required (page 56)

KCSiE Annex B: (broadly similar as the role set out in Part 2)

- DDSL role introduced (page 58)
- DSL to support staff who make referrals to CSC; refer cases to the Channel programme and support staff who make referrals to the Channel programme; liaise with the case manager and the DOFA (page 58 / 59)
- DSL should undertake prevent awareness training (page 59); support the school with regards to the requirements of the Prevent duty and able to provide advice and support to staff on protecting children from the risk of radicalisation (page 60)

- DSL should ensure the school child protection policies are known, *understood* and used appropriately; CP policy reviewed annually *as a minimum* (page 60)
- CP file and availability (same as in Part 2) (page 60)

KCSiE Annex C: Online safety – new section added about on line safety

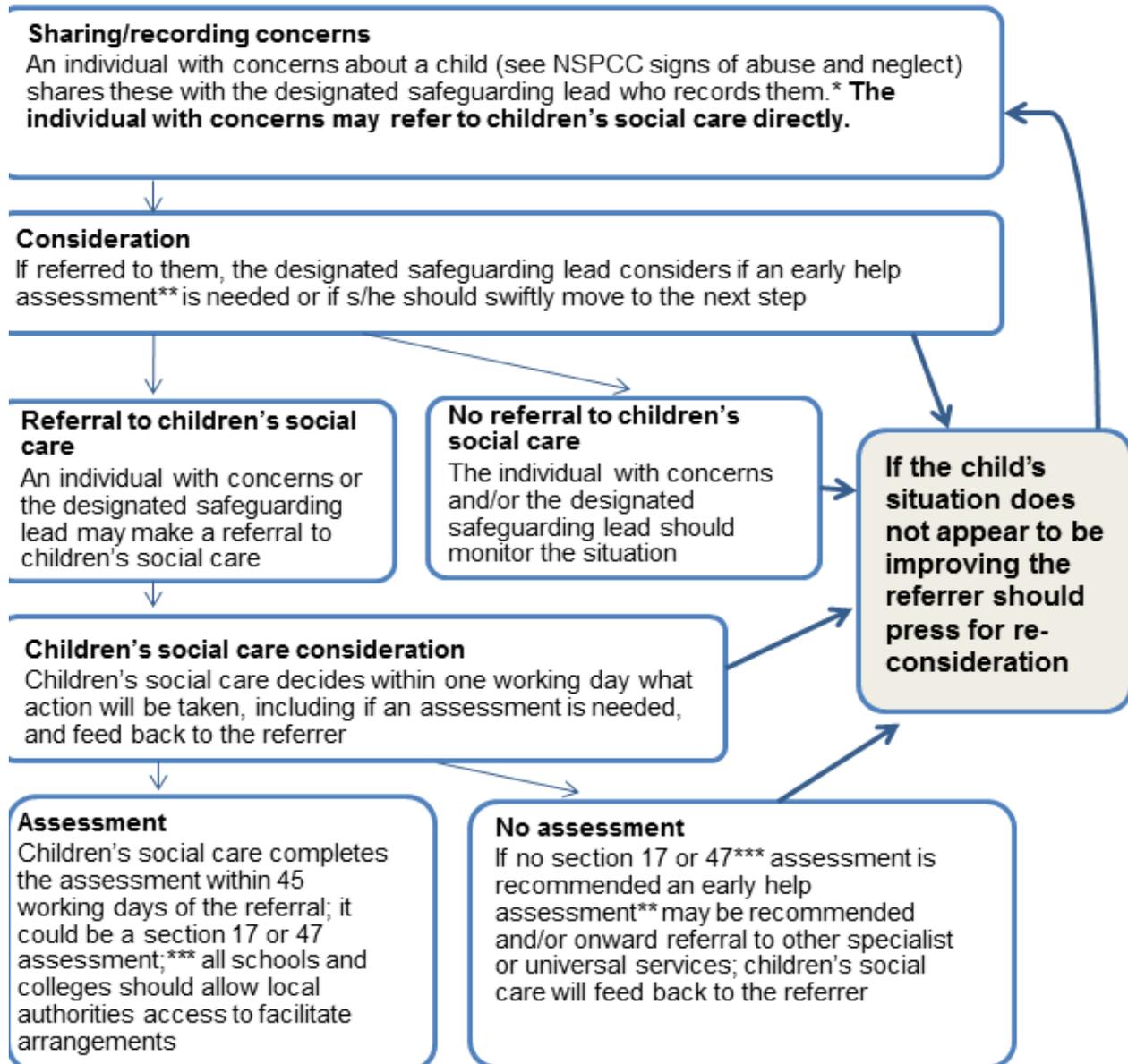
KCSiE Annex D, E, F, G: unchanged

KCSiE Annex H: Table of changes

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.



* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg, education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.