

Chandlings School Safeguarding Policy (Child Protection) (including EYFS)

“Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children’s health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.” Keeping Children Safe in Education (July 2015)

“Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone’s responsibility. Everyone who comes into contact with children and families has a role to play.” Working together to Safeguard Children (March 2015)

Aims of Chandlings School with regard to Safeguarding (Child Protection)

Children need to be safe and to feel safe in school and they have the right to be protected from harm. Children need support that matches their individual needs, including those who are at risk or may have experienced abuse.

All children at Chandlings School:

- have the right to speak freely and voice their values and beliefs.
- must be encouraged to respect each other’s values and support each other.
- have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child will achieve better educationally.

Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours

All school staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

All school staff should maintain an attitude of ‘it could happen here’ where safeguarding is concerned, and staff must always seek to act in the best interests of the child.

School Contact Details

Role	Name	Contact
Designated Safeguarding Lead (DSL)	Andrew Boyle (Deputy Head Pastoral / SLT)	aboyle@chandlings.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Maria McAloon (Head of Pre-Prep / SLT) Francesca Gentili	mariamcaloon@chandlings.org.uk fgentili@chandlings.org.uk
Head	Chris Cook	ccook@chandlings.org.uk
Chair of Board of Trustees	Ralph Townsend	hm@wincoll.ac.uk
Designated Safeguarding Trustee	Justin Marking	jmarking@savills.com
Trust Principal	Edwin Newton (Cothill Eduational Trust)	principal@cothill-trust.net 01865 390720
Head of Pre Prep	Maria McAloon	mariamcaloon@chandlings.org.uk
Designated Safeguarding Lead for EYFS	Andrew Boyle	aboyle@chandlings.org.uk
Designated Safeguarding Trustee for EYFS	Justin Marking	jmarking@savills.com
School Nurse	Alison Bromley	abromley@chandlings.org.uk

If parents, carers or guardians have any concerns of a safeguarding nature they are advised to contact the DSL (Designated Safeguarding Lead).

External Contact Details

Description	Contact
Multi-Agency Safeguarding Hub (MASH)	mash-children@oxfordshire.gov.uk 0845 050 7666
Local Safeguarding Children's Board (LSCB) Contact:	oscb@oxfordshire.gov.uk 01865 815843
Local Authority Designated Officer (LADO) – Alison Beasley	alison.beasley@oxfordshire.gov.uk 01865 815956
LADO Team - Emergency Duty Team	0800 833 408
Police	101 or 999 (Emergencies)
Prevent (Radicalisation & Extremism) Non-emergency Advice	counterextremism@education.gsi.gov.uk 020 7340 7264
Childline	0800 1111
National Bullying helpline	0845 225 5787
NSPCC 2/7 Helpline/Textline	0808 800 5000/Text:88858
NSPCC FGM Helpline	fgmhelp@nspcc.org.uk 0800 028 3550

CONTENTS INDEX	Page
1. Guidance on what to do if you are worried a child is being abused or become aware of a potential safeguarding issue	4
1.1. General	4
1.2. On receiving a disclosure regarding a child/pupil in need or at risk	4
1.3. On receiving an allegation against anyone working in the school	6
1.4. On receiving a disclosure regarding abuse by one or more pupils against another pupil	7
2. Additional advice for staff in dealing and working appropriately with pupils	7
3. Actions by the DSL (or, if applicable, DDSL, Head, Chair of Trustees)	7
3.1. On receiving a disclosure regarding a child/pupil in need or at risk	7
3.2. On receiving a disclosure regarding anyone working in the school	8
4. The Designated Safeguarding Lead's (DSL) other roles and responsibilities	9
5. Role and responsibilities of the Chair (and whole) Board of Trustees	10
6. Role and responsibilities of the Designated Safeguarding Trustee	11
7. Types of abuse and pupils in need or at risk (See Appendix D for details)	11
8. Overview of how the school promotes a safe environment	11
8.1. General	11
8.2. Educating the pupils	12
8.3. Listening to the pupils	12
8.4. Safer recruitment of staff	13
8.5. Welfare, health and safety	14
8.6. Safe internet use and IT 'filtering' protection systems	14
8.7. Whistleblowing policy	14
8.8. Visiting speakers	15
8.9. Missing pupils	15
9. Safeguarding (child protection) training:	15
9.1. Training for the DSL and DDSL	15
9.2. Training for all staff	16
9.3. Induction training for new staff	17
9.4. Other related training	17
9.5. Induction training for older pupils with responsibilities	17
10. EYFS (Specific) – (non-registered)	17
11. Document Information	18
12. Appendices:	
A. Cross-referenced policies/documentation	19
B. Additional and useful web links	20
C. Staff Safeguarding INSET training sessions	21
D. Definitions of abuse and signs of a child in need or at risk and in danger	22
• Physical abuse	22
• Emotional abuse	23
• Sexual abuse	24
• Physical neglect	25
• Child sexual exploitation (CSE)	26
• 'Prevent Duty' (Radicalization and extremism, and its reporting)	27
• Female genital mutilation (FGM) and its reporting	27
• Self-harm	28

E. EYFS (if applicable)	29
F. Staff declaration (confirming that Safeguarding (Child Protection) policy and Keeping Children Safe In Education (KCSIE) Part 1 have been read and understood)	31

1. Guidance on what to do if you are worried a child is being abused or become aware of a potential safeguarding issue

1.1. General

- 1.1.1. Discuss your concerns with the DSL, or if not available, with the DDSL. If requested to do so, put your concerns in writing, with dates and details of these suspicions and pass to the DSL.
- 1.1.2. It is important to remember, that Keeping Children Safe in Education (KCSIE – September 2016) advises that anyone can make a referral to social care. It is normal for concerns to be raised with and managed by the DSL, however, if you remain concerned, you can refer your concerns directly to Local Schools Children’s Board (LSCB), if related to a child in need, or the Local Authority Designated Officer(s) (LADO), if related to an allegation regarding an adult. (Contact details on Page 2).

1.2. On receiving a disclosure regarding a child/pupil in need or at risk

- 1.2.1. It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, his or her abuser may have threatened them, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is his or her own fault.
- 1.2.2. If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you may pass the information on – you are not allowed to keep secrets. Confidentiality cannot be promised to a child making a disclosure. The point at which you do this is a matter for professional judgement.
- 1.2.3. **During your conversation with the child:**
 - allow a child to speak freely and lead the discussion, never stop a child who is freely recalling significant events and do not press for details by asking questions, e.g. “What did they do next?”. Avoid asking leading questions.
 - remain calm and do not over react as a child may stop talking if they feel they are upsetting you.
 - listen and be supportive - give reassuring nods or words of comfort e.g. ‘I’m so sorry this has happened’, ‘I want to help’,

‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.

- accept what the child says without challenge, and reassure them that they are safe, that they doing the right thing and that you recognise how hard it is for them.
- do not promise complete confidentiality, although you can explain that they have done the right thing and tell them that you will only be passing this information onto the appropriate person within school in order to keep him or her and other children safe.
- do not admonish the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive, but a child may interpret it that they have done something wrong.
- do not be afraid of silences, remember how hard this must be for a child.
- when asking questions always ask open questions using the TED principle of ‘Tell’ me, ‘Explain’ to me, ‘Describe’ to me.
- make careful and detailed legible notes as they may be needed later. Record the date, event, observation, disclosure and action taken. Name anyone else present, sign it and hand it to the DSL as soon as possible.
- don’t investigate, although you may use questions such as, ‘Is there anything else you’d like to tell me?’
- do not offer any physical touch as comfort, it may be anything but comforting to a child who has been abused.
- do not lay blame or criticise either the child or the perpetrator.
- tell a child what will happen next and he or she may agree to go with you to see the DSL. Otherwise, let him or her know that someone will come to see them before the end of the day.

1.2.4. Do not discuss the matter with anyone else.

1.2.5. Report the information immediately to the DSL (or DDSL if DSL is away). The DSL (or Head) will then make any appropriate contact with the Local Safeguarding Children’s Board (LSCB) immediately (or certainly within one working day) for advice, or to make a referral. Parental consent is not required before any contact with, or referral to, the LSCB. In all instances the school will follow the LSCB policy.

1.2.6. If a child is at risk the DSL (or Head) will make a referral to the LSCB immediately.

- 1.2.7. If a crime may have been committed, the DSL (or the DDSL) must report the matter to the police immediately.
 - 1.2.8. It is not the responsibility of the school to investigate suspected cases of abuse. It is, however, our responsibility to follow local safeguarding procedures and to recognise that a child telling you he or she has been abused may be the beginning of a legal process, as well as of a process of recovery for the child. Legal action against the perpetrator can be seriously damaged by any suggestion that the child's account has in any way been influenced by the person he or she has told.
 - 1.2.9. The school will not undertake their investigations of any disclosure of allegation without prior consultation with, and advice from, the LSCB (or LADO).
 - 1.2.10. Please seek support if you feel distressed, and follow up with the DSL if you remain concerned.
- 1.3. On receiving an allegation against anyone working in the school (including temporary and volunteer staff)**
- 1.3.1. Allegations against staff, volunteers must be reported straight away to the DSL, Head or, in the Head's absence the Principal of the Trust (acting on the behalf of the Trustees) who informs the designated safeguarding governor and the Chair of the Board of Trustees. (Please see points '1.3.5' and '1.3.6' below).
 - 1.3.2. The Head will discuss the content of the allegation with the DSL (if appropriate) and either the Head or the DSL will seek immediate advice (and certainly within one working day) from, or make a referral to, the LADO. The LADO will then advise the school and preside over the investigation of any such allegation or suspicion of abuse. Parental consent is not required before any contact with, or referral to, the LADO.
 - 1.3.3. If a child is at immediate risk the DSL (or Head) will make a referral to the LSCB immediately.
 - 1.3.4. If a crime may have been committed, the DSL (or the DDSL) must report the matter to the police immediately.
 - 1.3.5. If you suspect or become aware of an allegation of child abuse made against the DSL, then the Head must immediately be informed (without informing the DSL).
 - 1.3.6. If you suspect or become aware of an allegation of child abuse made against the Head, then the Principal of the Trust (acting on the behalf of the Trustees) must immediately be informed (without

informing the Head). He will then inform the designated safeguarding governor and the Chair of the Board of Trustees.

- 1.3.7. Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. The welfare of the child is however paramount. The Trust's whistleblowing policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.
- 1.3.8. If the concerns prove to be unfounded, staff should not reproach themselves for having raised the issue. In cases of this nature it is always better to be safe than sorry.

1.4. On receiving a disclosure regarding abuse by one or more pupils against another pupil

- 1.4.1. The school's anti-bullying procedures should be followed. However, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm this may warrant a response under Safeguarding (Child Protection), in addition to the anti-bullying procedures.
- 1.4.2. Follow the same advice as in 1.2 above when listening to the child and inform the DSL. The Safeguarding (Child Protection) procedures set out in this document will then be followed.

2. Additional advice for staff dealing and working appropriately with pupils.

- 2.1. Staff should be fully aware of Safeguarding (Child Protection) issues. Staff should avoid putting themselves (or indeed children) in a vulnerable position. For example:
 - 2.1.1. Staff should avoid a situation when they are 1:1 with a child in an enclosed environment.
 - 2.1.2. When coaching games, staff should avoid close personal contact when demonstrating technique.
 - 2.1.3. Staff should not communicate with children on social media or personal emails.
 - 2.1.4. Staff should not divulge personal details (such as personal phone numbers, email addresses) to children.
 - 2.1.5. Staff should avoid any contact with children, outside of the school, which is not school related.
 - 2.1.6. Staff should avoid creating personal friendships with children, and should aim to keep relationships with children on a professional level.

- 2.1.7. Staff teaching individual music or other subject lessons should be particularly aware and not place themselves or children in a vulnerable position.
- 2.1.8. Please also refer to the Code of Conduct policy.

3. Actions by the DSL (or, if applicable, DDSL, Head, Principal of the Trust, the designated safeguarding governor, Chair of Trustees)

3.1. On receiving a disclosure regarding a child/pupil in need or at risk

- 3.1.1. On receipt of a disclosure or a serious concern about the safety or well-being of a child the DSL will consult the LSCB immediately or certainly within one working day. (There is no requirement for the parents to be informed first or permission to be sought before contacting the LSCB).
- 3.1.2. In borderline cases of lower level concern, discussions with the LSCB will be held informally, without naming the individual and in this way advice can be sought.
- 3.1.3. If a child is at immediate risk the DSL (or Head) will make a referral to the LSCB immediately.
- 3.1.4. The DSL will immediately contact the Police regarding any criminal matters, such as a child being at immediate risk or of being harmed.
- 3.1.5. With regard to a concern regarding FGM, the Police must be informed immediately (Phone 101).
- 3.1.6. With regard to a concern regarding radicalisation and/or extremism the police must be informed immediately (Phone 101).
- 3.1.7. The DSL will keep the Head informed of any Safeguarding (Child Protection) matters with regard to children in need or at risk, and with regard to any allegations or concerns regarding staff. (Unless this concern involves the Head in which case the Principal of the Trust (acting on the behalf of the Trustees) must be informed immediately who informs the designated safeguarding governor and the Chair of the Board of Trustees.)

3.2. On receiving an allegation regarding anyone working in the school

- 3.2.1. On receipt of a Safeguarding (Child Protection) related allegation against a member of staff, or any employee of the school, or any volunteer, the DSL will consult the LADO immediately or certainly within one working day. The LADO will then advise the school and preside over the investigation of any such allegation or suspicion of abuse. (There is no requirement for the parent to be informed first or permission to be sought before contacting the LADO).

- 3.2.2. Where the school has 'low level' concerns that do not amount to allegations or suspicions of specific abuse, but which may indicate the possibility of abuse occurring, the DSL, or Head, will discuss these concerns with the LADO, which may firstly be an enquiry with 'no names'.
- 3.2.3. The DSL must inform the Head immediately regarding any Safeguarding (Child Protection) allegation against an adult at the school (unless this allegation involves the Head in which case the Principal of the Trust (acting on the behalf of the Trustees) must be informed immediately, who informs the designated safeguarding governor and the Chair of the Board of Trustees, without the Head being informed).
- 3.2.4. The DSL will immediately contact the police regarding any criminal matters, including in the case of any serious harm occurring or if there is a child at risk of immediate harm.
- 3.2.5. The school (Head or DSL) must report to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer) whose services are no longer used because s/he is considered unsuitable to work with children, within one month of leaving the school.
- 3.2.6. The school (Head or DSL) must consider making a referral to the National College for Teaching and Leadership where a teacher has been dismissed or resigned before he/she would have been dismissed. In circumstances where unacceptable professional conduct, conduct that may bring the profession into disrepute or if there is a conviction for a relevant offence, a referral must be made.

4. The Designated Safeguarding Lead's (DSL) other roles and responsibilities

- 4.1. The role of the DSL is in accordance with Annex B of KCSIE (September 2016).
- 4.2. The DSL will undertake Safeguarding (Child Protection) and Inter-agency training in locally agreed procedures, every two years (See Section 10.1 for more details).
- 4.3. Staff Induction Safeguarding (Child Protection) Training is the responsibility of the DSL and is conducted for all staff who join the school. Names of staff who attend such induction training must be noted by the DSL, and any non-attendance must be followed up immediately.
- 4.4. The DSL is responsible for ensuring that staff (including temporary, and volunteer staff) at the school receive regular update training (every three years), in accordance with the requirements of the LSCB. Names of staff who attend such INSET sessions must be noted by the DSL, and any non-attendance must be followed up immediately.

- 4.5. The DSL provides an annual update on Safeguarding (Child Protection) matters to the Principal of the Trust (acting on the behalf of the Trustees) who ensures it is passed on to the designated safeguarding governor and the Chair of the Board of Trustees. This includes assisting the Principal and whole Board of Trustees in their annual review of Safeguarding (Child Protection).
- 4.6. The DSL will keep informed of any new regulations, and child protection procedures, and ensure that staff receive update training, when any new regulations are introduced.
- 4.7. The DSL will ensure each member of staff has access to and understands the school's Safeguarding (Child Protection) Policy and have read the KCSIE (Part 1) (September 2016). The DSL will collect and retain all the staff declarations on this task (appendix F), ensuring that any 'non-returns' are followed up immediately.
- 4.8. The DSL will lead regular case monitoring reviews of vulnerable children. These reviews must be evidenced in files.
- 4.9. Safeguarding (Child Protection) information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to deal with an individual child and/or family. A written record will be made of what information has been shared with whom, and when.
- 4.10. Safeguarding (Child Protection) records will be stored securely in a central place, separate to academic records. Individual files will be kept for each child: the school will not keep family files. Files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation and guidance.
- 4.11. Access to these records by staff other than by the DSL will be restricted, and a written record will be kept of who has had access to them and when.
- 4.12. Communication with parents will be in line with guidance given by LADO or Social Services (LSCB) and appropriate to each individual case.
- 4.13. The DSL will not disclose to a parent any information held on a child if this would put the child at risk of significant harm.
- 4.14. If a pupil moves from this school, Safeguarding (Child Protection) records will be forwarded on to the Designated Safeguarding Lead at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. Direct contact between the two schools may be necessary, especially on transfer from primary to secondary schools. We will record where and to whom the records have been passed and the date.

- 4.15. The DSL must ensure that this school Safeguarding (Child Protection) policy is made available to parents and prospective parents on the school website.

5. Role and responsibilities of the Principal, Chair (and whole) Board of Trustees

- 5.1. Ensure the Principal's and Chair of Trustee's contact address is available to all staff, parents, carers and guardians.
- 5.2. Know and understand the Safeguarding (Child Protection) procedures to be undertaken, if there is an allegation or disclosure raised, such as an allegation against the Head.
- 5.3. Ensure there is/are member(s) of the board of Trustees with designated Safeguarding (Child Protection) role(s).
- 5.4. To contact the LADO immediately, or within one working day, if there is a Safeguarding (Child Protection) allegation against the Head.
- 5.5. Undertake an annual review by the whole Board of Trustees (who have collective responsibility) of the Trust's overarching, and each individual Trust school's Safeguarding (Child Protection) policy, to ensure the safety and well-being of the pupils and regulatory compliance.
- 5.6. Undertake an annual review, by the whole Board of Trustees (who have collective responsibility), of each Trust schools' implementation of their Safeguarding (Child Protection) policy, to ensure the safety and well-being of the pupils and regulatory compliance.

6. Role and responsibilities of the Designated Safeguarding Trustee(s)

- 6.1. To delegate the responsibility to the Principal to visit the Trust school (or schools) to check compliant implementation of their individual Safeguarding (Child Protection) policies.
- 6.2. The Designated Safeguarding Trustee(s) provide(s) annual update(s) to the Board of Trustees on Safeguarding (Child Protection) matters including assisting the whole Board of Trustees in their annual review of Safeguarding (Child Protection).

7. Types of abuse and pupils in need or at risk (see Appendix D for details)

- Physical abuse.
- Emotional abuse.
- Sexual abuse.
- Physical neglect.
- Child sexual exploitation (CSE).

- Preventing radicalization and extremism and its reporting.
- Female genital mutilation (FGM) and its reporting.
- Self-harm.

8. Overview of how the school promotes a safe environment.

8.1. General

- 8.1.1. The School's role in safeguarding the welfare of children begins in creating an environment where children are safe from harm, in establishing a culture where they can raise any anxieties with confidence and incorporating child protection issues in the classroom.
- 8.1.2. All Staff should maintain an attitude of 'it could happen here' where safeguarding is concerned and Staff must always seek to act in the best interests of the child. Staff endeavour to ensure a culture of vigilance.
- 8.1.3. Corporal punishment of any kind is prohibited in the school.

8.2. Educating the pupils in Safeguarding (Child Protection)

- 8.2.1. In the school curriculum, Personal, Social, Health and Economic Education (PSHEE) lessons, teaching in various subjects, tutor/form periods, visiting speakers and assemblies, help to inform pupils about issues such as:
 - sexual activity.
 - grooming techniques.
 - online e-safety.
 - drug use.
 - building resilience to the risks of radicalization and extremism.
 - keeping themselves safe.
- 8.2.2. There are also many opportunities for pupils to discuss issues and to form and develop their own opinions, in an informal way.

8.3. Listening to the pupils and making them aware

- 8.3.1. We are a 'SHARING school' where all pupils are encouraged (in lessons and when matters arise) to share any concerns they may have. Children's viewpoints are listened to and valued.
- 8.3.2. Both class teachers and Form Teachers get to know their children well through daily class teaching as well as form times. All children are encouraged to discuss any concerns they may have with their

class teacher/form teacher or other preferred adult including the Head.

- 8.3.3. Staff training in Safeguarding (Child Protection) includes guidance and advice on listening to children and what to do if a child wishes to disclose to a member of staff.
- 8.3.4. There are many opportunities for pupils to work in small group scenarios such as in extra-curricular clubs or when interacting within the classroom or in the medical room. All these opportunities allow pupils to raise concerns or share views and opinions in a less formal setting.
- 8.3.5. In addition to the Form Teacher and other subject teachers, pupils may speak to one of the First Aid members of staff about a concern.
- 8.3.6. The Chaplain from our brother school at the Cothill Educational Trust would be available to visit our school to meet with pupils (of all faiths and none) as a source of counsel and support should the need arise.
- 8.3.7. Other discussions across the curriculum provide pupils with the opportunity to share views or express concerns, either via the forum of the class itself or at the end of the lesson by speaking individually to the teachers.
- 8.3.8. When sensitive issues are discussed, pupils have the opportunity to voice their thoughts and concerns to their teacher/Form Teacher or other member of staff. Pupils can also put such concerns in writing, to seek more discrete answers.
- 8.3.9. Pupils are reminded at the start of each year, and through messages during Assemblies, that if they are worried they can seek support from any member of staff, including their class teacher/Form Teacher.
- 8.3.10. There is a Safeguarding (Child Protection) notice board where this information is easy to see and readily available and this also indicates contact details for 'Childline'
- 8.3.11. The School Council is represented with children from each form / year group. They meet at least every fortnight and this is also an opportunity to share concerns or ideas.
- 8.3.12. Pupil surveys are carried out asking for the views of the pupils. Data is gathered, analysed and then actioned depending on the nature of the questionnaire. Pupils also have the opportunity to discuss any issues of concern during their PSHEE and form time.
- 8.3.13. Parental contact is encouraged and extensive. This provides an opportunity for parents to raise concerns raised by their children.

8.4. Safer recruitment of staff

- 8.4.1. All staff who work in the school, including teaching and non-teaching, governors, temporary staff and volunteers, will be checked through the Disclosure and Barring Service (DBS) for an Enhanced Disclosure and a Barred List check, and have all other required regulatory checks completed, including appropriate identity checks, before they start work at the school (according to the school safer recruitment policy). (Volunteers who are not engaged in regulated activity may be exempt certain checks).
- 8.4.2. A staff member can only start work at the school when all of these regulatory checks have been appropriately completed. However, in specific (and rare) circumstances, a staff member may start work at the school pending the return of their enhanced disclosure, provided the 'Barred list' check has been completed and that the staff member has understood and signed a controlled access agreement - this exemption does not apply to Boarding and Early years).
- 8.4.3. All staff will undertake a probationary period, during which time they will receive instruction in the implementation of this Safeguarding (Child Protection) policy.

8.5. **Welfare, health and safety**

- 8.5.1. The school is committed to ensuring the welfare, health and safety of its staff and pupils. The school will, so far as is reasonably practicable, establish procedures and systems necessary to implement this commitment and to comply with its statutory obligations on health and safety.
- 8.5.2. While the School will take all reasonable steps to ensure the health and safety of its employees, health and safety at work is a responsibility of all staff themselves. It is the duty of each staff member to take reasonable care of their own and other people's welfare, health and safety and to report any situation which may pose a serious or imminent threat to the well-being of themselves, other staff or the pupils.
- 8.5.3. The school also recognises its duty to protect the health and safety of all visitors to the School, including parents, contractors and temporary workers, as well as any members of the general public.
- 8.5.4. Assurances are obtained by the School that all appropriate child protection procedures apply to Staff employed by other organisations who work with our pupils on other sites. (e.g. residential trips).
- 8.5.5. All necessary risk assessments must be undertaken to help ensure that the school environment is safe environment for both staff and pupils.

8.5.6. Continuing progress has been made to secure, in so far as practicable for our location, the grounds surrounding the main buildings, including enhanced awareness and security of all doors on site. A new main entrance with signing in procedures has been introduced.

8.5.7. Please see the school's 'Health and Safety policy' for further details.

8.6. Safe internet use and IT 'filtering' protection systems

8.6.1. There is a school policy for controlled access and appropriate use of the internet. (See the school's E-Safety Policy and Safer internet strategies for further details). Staff are given regular update training by the DSL on Safer Social Networking.

8.6.2. The school has internet filtering and protection systems in place, to help prevent inappropriate access and to monitor and take action regarding inappropriate use.

8.7. Whistleblowing

8.7.1. Whistle-blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear or repercussion.

8.7.2. Staff have individual responsibilities to bring matters of concern to the attention of the Senior Management (including the DSL) and/or relevant external agencies. This is particularly important where the welfare of children may be at risk.

8.7.3. If the matter concerns a member of the Senior Management, it should be brought to the attention of the Principal of the Trust (acting on the behalf of the Trustees) who will inform the designated safeguarding governor and the Chair of the Board of Trustees. If the concern relates to the Chair of the Board of Trustees, it should be brought to the attention of the Principal and the designated safeguarding governor of the Cothill Educational Trust who will refer it to the Local Authority.

8.7.4. Please refer also to the school's 'Whistleblowing policy'

8.8. Visiting speakers

8.8.1. Information on the speaker or institution must be provided and known in advance.

8.8.2. This must align with the ethos of the school and to British values, taking the radicalization and extremism 'Prevent Duty' into account.

- 8.8.3. Whenever possible, a notice period of one month should be given prior to the speaker's visit to school, with the presentation content of the talk being provided in advance.
- 8.8.4. Staff will be present at any presentation to ensure that a talk/workshop is aligned with the religious ethos of the school, to British values and takes the 'Prevent Duty' into account.
- 8.8.5. Please refer to the 'Visitor Checklist' document.

8.9. **Missing pupils**

- 8.9.1. A pupil going missing from education is a potential indicator of abuse or neglect. If you are concerned that a pupil has been out of school with no reason or communication from home, you must inform the DSL who will inform the local authority.
- 8.9.2. Any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, is deemed to be at risk.
- 8.9.3. Please refer also to the school's 'Lost or uncollected Children's policy'

9. Safeguarding (Child Protection) training:

9.1. Training for the DSL and DDSL (See Appendix C for a list of DSL training)

9.1.1. The DSL and DDSL undertake external Safeguarding (Child Protection) and Interagency training every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments. (Including 'Common Assessment Frameworks (CAF)' and 'Team Around the Child (TAC)').
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding (Child protection) policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to pupils and taking account of their wishes and feelings, among all staff, and promote measures the school may put in place to protect the pupils.
- The DSL will also undertake online 'Prevent Duty' training in order to inform the staff regarding 'Prevent Duty' during INSET sessions.

9.2. Training for all staff

9.2.1. This training is undertaken by the DSL.

9.2.2. All staff (including full time, part time, temporary and peripatetic teachers, maintenance, support, administration, catering and cleaning staff) will have Safeguarding (Child Protection) training in line with locally agreed interagency procedures including their 'Prevent Duty', which is regularly updated (usually every three years). Any volunteers working in the school will be made aware of Safeguarding (Child Protection) policy and arrangements by the

DSL. The Designated Safeguarding (Child Protection) Trustee with responsibility in this area also receives training.

- 9.2.3. A record is kept of staff attending this training. This training is repeated for any staff who cannot attend. (See Appendix C for list of staff training sessions).

All staff are asked to read KCSIE Part 1 (September 2016) and sign a declaration to say that they have done so (See appendix G).

9.3. Induction training for new staff

- 9.3.1. This training is given by the DSL.
- 9.3.2. All new staff (in the categories mentioned in 9.2.2 above) will have induction Safeguarding (Child Protection) training in line with locally agreed interagency procedures. This training will include the school's Safeguarding (Child Protection) policy, the staff code of conduct and behavior policy, the school's whistleblowing policy, the identity and role of the DSL (and DDSL), and in their 'Prevent Duty' with regard to the risks of radicalisation and how to identify children at risk of radicalisation and/or extremism.
- 9.3.3. A record is kept of staff attending this training. This training is repeated for any staff who cannot attend, or who joins at other times during the year.
- 9.3.4. All new staff are asked to read KCSIE Part 1 (September 2016) and sign a declaration to say that they have done so (See appendix G).

9.4. Other related training

- 9.4.1. The Head (and others in the senior management) will undertake training in Safeguarding (Child Protection), Safer Recruitment and Interagency work.
- 9.4.2. The Board of Trustees have an annual update in Safeguarding (Child Protection) from the DSL and other training, from external agencies, when required.

9.5. Induction training for older pupils with responsibilities

- 9.5.1. Older pupils, when they have defined areas of responsibility, are given simple basic training in Safeguarding (Child Protection) for instance, to report concerns, to listen and to recognise aspects of pupil behaviour which might cause such concern).

10. EYFS (Specific) – (registered setting)

10.1. General points (See appendix E for more details)

- 10.1.1. This whole school Safeguarding (Child Protection) policy applies to the school's provision for the Early Years Foundation Setting ('EYFS').
- 10.1.2. The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for Safeguarding (Child Protection) within this setting are available on page 2 of this policy.
- 10.1.3. The identity of and contact details for the Designated Safeguarding Trustee (governor) with responsibility for Safeguarding (Child Protection) within this setting are available on page 2 of this policy.
- 10.1.4. Ofsted will be informed of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and the action taken in respect of these allegations. This will happen as soon as is reasonably practicable, but at the latest within 14 days.

11. Document Information

Version Number	1.3
Reason for Version Change	Annual Review
Name of owner/author	Andy Boyle
Name of individual/department responsible	Andy Boyle, Deputy Head Pastoral
Target Audience	Public
Date issued	November 2017
Where available	School website / Console
Review Date	September 2018

Appendix A:

Cross-referenced linked policies/documentation

Policies/documentation available on the School's website:
1. Anti-Bullying Policy (including Cyber Bullying)
2. Behaviour Policy
3. Complaints Policy
4. Curriculum Policy
5. E-Safety Policy
6. EAL policy
7. Enrichment policy
8. Fire Safety Policy
9. First Aid Policy (including Medical)
10. Health and Safety Policy (General Intent)
11. Health and Safety Policy (Full)
12. PSHEE Policy
13. Risk Assessment Policy
14. Safer Recruitment Policy
15. School Ethos/Aims
16. SEND Policy
Policies/documentation available on request from the School:
1. Accessibility Plan
2. Code of Conduct (Staff and Children)
3. Educational Visits Policy
4. Equal Opportunities Policy
5. Induction Process for New Staff, Trustees and Volunteers in Child Protection
6. Lost or Uncollected Children Policy
7. Photographs (Taking, Storing and Using Images of Children) (Including in EYFS)
8. Prevent Policy
9. Whistleblowing – Safeguarding and CET Policy

Appendix B:

Additional and useful web links

[Working Together to Safeguard Children \(2015\)](#)

(Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions and this guidance sets these out in detail)

[Keeping Children Safe in Education \(September 2016\)](#)

(Key statutory guidance for all schools, colleges and academies in England. It sets out what schools and colleges must do to safeguard and promote the welfare of children and young people under the age of 18.)

[NSPCC links \(General\)](#)

[Department for Education \(2015\) Boarding Schools: National Minimum Standards Regulations.](#)

[Statutory Framework for the early years' foundation stage \(EYFS\)](#)

[The Education \(Independent School Standards\) \(England\) Regulations 2014](#)

[Multi-Agency Practice Guidelines: Female Genital Mutilation](#)

[Prevent Duty](#)

[Minibus guidance](#)

[National College for Teaching and Leadership \(NCTL\) - Guidance on teacher misconduct referrals](#)

[Adventure Activities Licensing Authority](#)

[Safer internet strategies](#)

Appendix C:

Staff INSET training

Safeguarding training in last three years (including e-safety and prevent)

Brief details	Staff attending	Date
Channel – Prevent Training Online	All staff	March 2018
OSCB Generalist Safeguarding Children in Education	All staff	February 2018

Health and safety training in last three years (e.g. evacuation, fire etc.)

Brief details	Staff attending	Date
Fire Safety Training – Chris Gillham – CET Fire Officer	All employees	March 2018

Designated Safeguarding Lead (DSL) training, (and DDSL, Head and trustee) in last two years

Brief details	Staff attending	Date
Safer Recruitment	Andrew Boyle Fiona Love	January 2015
Safeguarding Children in the Context of Social Media and Technology Masterclass	Shaun Foster	TBC
Train the Trainer - OSCB	Andrew Boyle Fiona Love	March 2015
Specialist Safeguarding Lead Training	Andrew Boyle Maria McAloon	October 2017
Inter-Agency Child Protection Training	Andrew Boyle	TBC
Early Help Assessment Training	Andrew Boyle	October 2017

Appendix D:

Definitions of abuse and signs of a child in need or at risk and in danger

A. Physical abuse and indicator signs

- I. Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.
- II. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- III. Indicators may include:
 - injuries that are not consistent with the explanation offered.
 - injuries not consistent with the child's age and development.
 - repeated injuries over a period of time.
 - runaway attempts and fear of going home.
 - stilted conversation, vacant stares or no attempt to seek comfort when hurt.
 - describes self as bad and deserving to be punished.
 - the child cannot recall how injuries occurred or offers an inconsistent explanation.
 - wariness of adults.
 - frequent absence from school.
 - flinching if touched unexpectedly.
 - extremely aggressive or withdrawn.
 - displays of indiscriminate affection-seeking behaviour.
 - abusive behaviour and language in play.
 - over compliance and/or eagerness to please.
 - poor sleeping patterns, fear of the dark, frequent nightmares.
 - sadness, frequent crying.
 - depression.
 - poor memory and concentration.

Appendix D continued

B. Emotional abuse and indicator signs

- I. Emotional abuse is the persistent emotional, maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.
- II. 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.
- III. 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.
- IV. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- V. Indicators may include:
 - Bedwetting and/or diarrhoea.
 - Frequent psychosomatic complaints, headaches, nausea, abdominal pains.
 - Mental or emotional development lags.
 - Behaviours inappropriate for age.
 - Fear of failure, over high standards, reluctance to play.
 - Fears consequences of actions, often leading to lying.
 - Extreme withdrawal or aggressiveness, mood swings.
 - Overly compliant, too well-mannered.
 - Excessive neatness and cleanliness.
 - Extreme attention-seeking behaviours.

- Poor peer relationships.
- Severe depression, may be suicidal.
- Runaway attempts.
- Violence features as a subject for art or writing.
- Complains of social isolation.

Appendix D continued

C. Sexual abuse and indicator signs

- I. Sexual abuse involves forcing or enticing a child or younger person to take part in sexual activities, not necessarily involving high level of violence, whether or not the child is aware of what is happening.
- II. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- III. They may also include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, or 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.
- IV. Indicators may include:
 - contact with other children is forbidden.
 - fatigue due to sleep disturbances.
 - sudden weight change.
 - cuts or sores made by the child on the body (self-mutilation).
 - recurring physical ailments.
 - difficulty in walking or sitting.
 - unusual or excessive itching in the genital or anal area due to infection(s).
 - torn, stained or bloody underwear.
 - injuries to the mouth, genital or anal areas (eg bruising, swelling, sores, infection).
 - sudden lack of interest in friends or activities.
 - hostility toward authority figures.

- the need for constant companionship.
- regressive communication patterns (eg speaking childishly).
- academic difficulties or performance suddenly deteriorates.
- truancy and/or running away from home.
- wearing layers of clothing to hide bruises.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual abuse. These indicators are also relevant in terms of Child Sexual Exploitation (see section E for more detail on CSE).

Signs include:

- inappropriate sexual or sexualised behaviour.
- receiving unexplained gifts or gifts from unknown sources.
- having multiple mobile phones and worrying about losing contact via mobile.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs).
- changes in the way the child dresses.
- getting in/out of different cars driven by unknown adults.
- contact with known perpetrators.
- involvement in abusive relationships, intimidated by and fearful of certain people or situations.
- associating with groups of older people, or anti-social groups, or with other vulnerable peers.
- truancy, exclusion, disengagement with school, opting out of education altogether.
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual).
- mood swings, volatile behaviour, emotional distress.
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders.
- injuries from physical assault, physical restraint, sexual assault.

D. Physical neglect and indicator signs

- I. 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 development.
- II. 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- III. Indicators may include:
 - unattended medical and dental needs.
 - consistent lack of supervision.
 - consistent hunger.
 - nutritional deficiencies.
 - inappropriate dress for weather conditions.
 - poor hygiene.
 - persistent (untreated) conditions (eg head lice or other skin disorders).
 - development delays (eg language, weight).
 - irregular or non-attendance at school or lateness.
 - demands for constant attention and affection.
 - lack of parental participation and interest.
 - regular displays of fatigue or listlessness, falling asleep in class.
 - lack of trust in others, unpredictable.

E. Child sexual exploitation (CSE)

- I. The sexual exploitation of children is child sexual abuse.
- II. Sexual exploitation incorporates sexual, physical and emotional abuse, as well as, in some cases, neglect. Children who are being sexually exploited do not make informed choices to enter or remain in sexual exploitation. Rather, they do so from coercion, enticement, manipulation or desperation.
- III. Exploitation is an imbalance of power in the relationship. Exploitative situations occur when young people receive something – eg gifts or affection – as a result of engaging in sexual activities. (Cyberbullying and grooming can also be CSE).
- IV. A child is more vulnerable to sexual exploitation if they have experienced any of the following:

- child sexual abuse.
- domestic abuse within the family.
- family breakdown.
- physical abuse and emotional deprivation.
- bullying in or out of school.
- family involvement in sexual exploitation.
- parents with a high level of vulnerabilities (drug / alcohol, mental health issues etc).
- drug / alcohol, mental health or other difficulties themselves.
- being looked after in residential care.
- going missing frequently.

Appendix D continued

F. 'Prevent duty' with regard to radicalization and extremism, and its reporting

- I. The school must, in the exercise of its functions, have due regard to the need to prevent members of staff and pupils from being drawn into terrorism.
- II. Extremism is vocal or active opposition to fundamental British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.
- III. Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them understand how they can influence and participate in decision making.
- IV. Indicators may include:
 - disclosures by pupils of their exposure to the extremist actions.
 - graffiti symbols, writing or art work promoting extremist messages or images.
 - pupils accessing extremist material online, including through social media.
 - parental reports of changes in behaviour.
 - pupils voicing opinions drawn from extremist ideologies and narratives.
 - use of extremist or 'hate' terms to exclude others or incite violence.
 - intolerance of difference, whether secular or religious or, in line with the school/s equal opportunities policy.

- attempts to impose extremist views or practices on others.
- anti-Western or anti-British views.

G. Female genital mutilation (FGM) and its reporting

- I. FGM involves procedures that intentionally alter/injure the female genital organs for non-medical reasons and is internationally recognised as a violation of human rights of girls and women.
- II. Staff need to be aware of FGM practices and the needs to look for signs, symptoms and other indicators of FGM either with regard to the pupils (if applicable) or with regard to the staff employed at the school.
- III. If a member of staff is informed by a girl under the age of 18 that she has undergone an act of FGM or they observe physical signs that an act of FGM may have been carried out on a girl under the age of 18, there is a mandatory duty to report any such cases, without delay, to the police (phone: 101).
- IV. Indicators may include a girl or woman:
 - having difficulty walking, sitting or standing.

Appendix D continued

- spending longer than normal in the bathroom or toilet.
 - having unusual behaviour after an absence from school or college.
 - being particularly reluctant to undergo normal medical examinations.
 - asking for help, but may not be explicit about the problem due to embarrassment or fear.
- V. If a member of staff is worried or concerned about FGM please ring for help on: 0800 028 3550 or email at: fgmhelp@nspcc.org.uk.

H. Self-harm

- I. Self-harm is any behaviour where the intent is to deliberately cause self-harm.
- II. Self-harm can be a transient behaviour in young people that is triggered by particular stresses and resolves fairly quickly, or it may be part of a longer term pattern of behaviour.
- III. Indicators may include a child:
 - showing changes in eating/sleeping habits.
 - showing increased isolation from friends/family or giving away possessions
 - showing changes in activity and mood (e.g. more aggressive).

- showing a lowering of academic grades.
- talking about self-harming or suicide.
- becoming socially withdrawn.
- expressing feelings of failure, uselessness or loss of hope.

Appendix E: EYFS

A. Designated practitioner to take lead responsibility for safeguarding

- I. The school has a DSL who has received appropriate training and support for this role. His or her training in child protection and inter-agency working is carried out every two years (as a minimum) for the designated person and deputies.
- II. The school has a nominated Trustee (governor) responsible for child protection. This Governor works closely with the DSL with regard to policy and procedure. The Board of Trustees undertakes an annual review of the Safeguarding (Child Protection) policy and procedures (as it does for the whole school).

B. Mobile phone and camera use (including EYFS setting)

- I. The school recognises that staff, students and volunteers may wish to have their mobile phones at work for use in case of emergency. However, Safeguarding (Child Protection) of children within the school is paramount and personal mobile phones have the potential to be used inappropriately and therefore the following guidelines apply:
 - a. Personal mobile phones, cameras and video recorders cannot be used when in the presence of children either on school premises or when on outings, ONLY school equipment should be used. However, when this

is not possible, personal mobile phones may be used in the event of an emergency.

- b. Personal mobile phones must be turned off and left with personal belongings during contact time with children. School mobiles should be used, when possible, on site. However, a personal mobile phone may be taken, to be used in the event of an emergency, when school mobiles are in use elsewhere.
- c. Cameras and mobile phones are prohibited in the toilet or nappy changing area and no parent or volunteer is permitted to use their mobile phone or use its camera facility whilst inside school buildings.
- d. If a staff member or volunteer must use their mobile phone during working hours (such as in a family emergency) this should be done away from the children, whilst ensuring the staff supervision levels are not compromised.
- e. The school's digital camera/s or memory cards must not leave the site unless on a school trip. All memory cards should have images removed once the image has been transferred to the school drive.
- f. Photos are to be printed in the school by staff and images may be stored on the school drives before being removed from the camera's memory. (Please note that often such photographs may contain other children in the background).
- g. Photographs may be taken during indoor and outdoor play / activities and displayed in albums or a child's development records for children and parents to look through. (With appropriate permission from the parent).
- h. Events such as Shows, Sports day, Outings, Christmas etc. may be recorded by video and photographed by staff and parents, but always in full view of everyone attending.