



PRESTFELDE

SAFEGUARDING POLICY

Academic Year 2018

Child Protection and Safeguarding Policy

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CHILD PROTECTION AND SAFEGUARDING POLICY

KEY EXTERNAL CONTACT DETAILS

<p>Local Authority Designated Officer</p>	<p>Local Authority Designated Officer (LADO): Ellie Jones (LADO) on 0345 6789040 lado@shropshire.gov.uk</p>
<p>Local Authority Children’s Social Services</p>	<p>First Point of Contact (FPOC) (Compass and Initial Contact Team) 0345 678 9021</p> <p>Shropshire Out of hours Emergency Duty Team: 0345 678 9040</p>
<p>Multi-Agency Safeguarding Hub</p>	<p>FPOC) (Compass and Initial Contact Team) 0345 678 9021</p>
<p>Support and Advice about Extremism</p>	<p>Police Public Protection Unit (West Mercia Police) 0300 333 3000 Police Emergency 999 Police Non-emergency 101</p> <p>Local Authority Shropshire Local Authority Mount McKinley, Shrewsbury Business Park, Anchorage Avenue, Shrewsbury SY2 6FG Phone: 0345 678 9021 Concerns / referral are directly emailed to police PREVENT Team prevent@warwickshireandwestmercia.pnn.police.uk</p> <p>http://www.safeguardingshropshireschildren.org.uk/scb/</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
<p>NSPCC Whistleblowing Advice Line</p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk</p>
<p>Disclosure and Barring Service</p>	<p>ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbdispatch@dbs.gsi.gov.uk</p>
<p>Teaching Regulation Agency</p>	<p>ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk</p>

OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk
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KEY SCHOOL CONTACT DETAILS

Governors	<p>Chair of Governors Mr Stuart Hay on 01743 245 400 shay@prestfelde.co.uk</p> <p>Nominated Safeguarding Governor Mr Gordon Woods on 01743 245 400 gwoods@prestfelde.co.uk</p>
Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)	<p>Main DSL for the School Mr Michael Haswell Deputy Head Pastoral and SLT mhaswell@prestfelde.co.uk 01743 245400</p> <p>Deputy DSL Mr Simon Sowden: Head of IT, School phone: 01743 245400 ssowden@prestfelde.co.uk</p> <p>Deputy DSL and EYFS DSL Mrs Emma Thelwell: (Head of Little Prestfelde) 01743 245400 ethelwell@prestfelde.co.uk</p>
Designated Teacher for Looked After Children	Mr Michael Haswell Deputy Head Pastoral and SLT
Head	<p>Mrs Fiona Orchard</p> <p>01743 245 400</p> <p>forchard@prestfelde.co.uk</p>

Shropshire Out of hours Emergency Duty Team	0345 678 9040
Public Protection Unit (West Mercia Police)	0300 333 3000
Police Emergency	999
Police Non-emergency	101
Childline:	0800 1111
NSPCC: 0800 800 5000	

<http://www.safeguardingshropshireschildren.org.uk/scb/>

POLICY STATEMENT

This policy applies to Prestfelde School which includes the EYFS setting. This policy is reviewed and updated annually (as a minimum) and is available on the School website or from the School Office or from the DSL.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2018) ('KCSIE')
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018)
 - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Shropshire Local Authority as part of the inter-agency safeguarding procedures set up by SSCB (Shropshire Safeguarding Children Board.)

CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

The School has arrangements for listening to children and providing early help. Details of these arrangements are in this policy.

Definitions of safeguarding and types and signs of abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously

- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.}

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. Prestfelde school recording requirements. FOR EXAMPLE “the record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.”. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead (‘DSL’) or their deputy).

Where there is a safeguarding concern, Prestfelde will ensure the pupil’s wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. Prestfelde manages this through the Form system, PSHE and the School Council for children to express their views and give feedback. The School operates its processes with the best interests of the pupil at their heart.

Early Help

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 showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is a privately fostered child.

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 years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with Mr Haswell. Mr. Haswell will consider the appropriate action to take in accordance with the SSCB Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School’s DSL (Mr. Haswell) to agree a course of action although staff can make a direct referral to children’s social care. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child’s situation does not appear to be improving, the DSL (should press children’s social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children’s social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within **24 hours** (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

- The School's Local Safeguarding Children Board is SSCB. A full copy of their local procedures can be found First Point of Contact (FPOC) (Compass and Initial Contact Team) 03456789021

email sscb@shropshire.gov.uk

Close one to one teaching

- Always familiarise yourself with the school behavioural policy and stick to it.
- Under normal circumstances never be on your own with a pupil.
- If you cannot avoid the above, have the classroom door open and seek the attention of others (teachers or students).
- If you find yourself in a one-to-one situation within a classroom, do not place yourself between the student and the door.
- Never block an exit.
- Under normal circumstances there should not be any physical contact with students (eg a hand on the shoulder could be misconstrued by some pupils).
- When dealing with pupil behaviour, always deal with the behaviour as the issue, never the pupil.
- All classrooms at Prestfelde have a built in glass panel in the doors. This is to safeguard children and staff.

What staff should do if a child is seen as at risk of radicalisation

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a referral to Channel or children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSLs and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

What staff should do if they discover an act of Female Genital Mutilation ('FGM')

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

What staff should do if a child goes missing from education

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence (Please refer to the Attendance and Registration Policy) and for dealing with children who go missing from education are:

Prestfelde has in place appropriate safeguarding responses to ensure effective recording of children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or Child Sexual Exploitation (CSE) and to help prevent the risks of their going missing in future. Detailed risk assessments are to be completed as appropriate i.e SSCB Child Sexual Exploitation Guidance for practitioners; Appendices 1 and 2 (Risk Identification form).

Missing Child Procedures

Missing Child during the school day

Upon discovering that a child is missing from their form or any other supervised activity during the school day, the following procedures should be activated.

1. An incident form opened and the time recorded.
2. Classmates and friends should be asked of the child's whereabouts and any relevant information noted. Also, where and when the child was last seen.
3. A check on the absence sheet located on the Head's notice board in the Common Room.
4. A check made with the School Office regarding absences or permission for leave, such as medical appointments.
5. Matron should be contacted to discover whether the child has reported to the surgery.

Should these lines of investigation prove unsuccessful, then the following staff should be notified as a matter of urgency.

Mrs F.Orchard, Head

Tel: Office Ext 284

Mr M Haswell, Deputy Head (DSL)

Tel: Office Ext 290

Mrs Lita Collins-Singh :

Tel: Office Ext 217

Mrs Sue Southall(Boarding After Hours number)

07497 499619

If they are unavailable, the Heads of School will take responsibility as designated leads until such time as they can be contacted.

A thorough search of the school premises will be organised and co-ordinated by the DSL who will inform the relevant Housemasters and Form Teachers of the child's disappearance.

Appropriate cover for their lessons will be via staff available in the Common Room at that time or in the adjacent classroom.

A base will be made in the visitor's room of Prestfelde House from which the search will be co-ordinated. This will include the assistance of the grounds and maintenance staff via the two-way radio's available from the bursar's office.

This search should be concluded within half an hour of the initial report of absence. The DSL will extract personal files on the child from the core database, and a recent photograph, if available. Parents will be contacted and the police may then be informed. The Chaplain should also be contacted.

Missing during boarding hours

The boarding house tutor/matron will initiate the search of the school premises and utilise any staff available on site or within close proximity. The following procedures should be activated.

1. An incident form opened and the time recorded
2. Friends and other boarders should be asked of the child's whereabouts and any relevant information noted. Also, where and when the child was last seen.
3. Matron should be contacted to discover whether the child has reported to the surgery.
4. The Head should be contacted for any further information which may have arisen as the result of a phone call to explain the absence.

Should these lines of investigation prove unsuccessful, then the following staff should be notified as a matter of urgency: Through the School Office 01743245400

Mrs F Orchard, Head	Tel: 284
Mr Alex Cornell, Bursar	Tel: 202
Mr M Haswell, Deputy Head (DSL)	Tel: 290
Mrs S Southall, Boarding Matron	Tel: 07497499619
Mrs J Haswell, House Parent	Tel: 214

If they are unavailable, the duty staff will take responsibility until such time as they can be contacted.

A thorough search of the school premises will be organised and co-ordinated by the Housemaster or Housemistress of the child, and a base and telephone number made available in the appropriate boarding house from which to conduct the search.

Members of the search team must be able to communicate with base via walkie talkies or mobile phones, available from the Common Room if required.

This search should be concluded within half an hour of the initial report of absence. The head will extract personal files on the child from the core database, and a recent photograph, if available.

After this period, parents will be contacted and the Police may be informed. The Chaplain should also be contacted.

After this time, a widening of the search to beyond the school boundary will only commence with the consent of the DSL or Head.

The search will be widened to include London Road, Preston Street, and the farm lands down to and along the river, to the south east of Highfield sports fields.

Staff in this phase of the operation **MUST** wear a school identification badge and carry a mobile phone or two-way radio, reporting to base at 5 minute intervals.

If this wider search proves negative, the school will follow the advice of the police in deciding what further action should be taken.

Missing on an outing

- An immediate head count would be carried out in order to ensure that all the other children were present and checked against the transport risk assessment form.
- An adult would search the immediate vicinity.
- The remaining children would be kept under supervision by a member of staff until it was time to return to school.
- The venue manager would be contacted in order to arrange a search.
- The Head and/or the Deputy Head/DSL will be contacted by mobile phone
- Ask the Head to ring the child's parents and explain what has happened, and what steps have been set in motion. Ask them to come to [the venue/ the school] immediately.

If they are unavailable, duty staff will take responsibility until such time as they can be contacted.

A thorough search of the school premises will be organised and co-ordinated by Mr M. Haswell in line with the operating procedures of the main school, and be conducted from the main school office. Should the search prove unsuccessful, then the police will be informed and their advice sought. The Head will telephone the child's parents and explain what has happened, outlining the steps which have been set in motion. They will be asked to come to the school immediately.

Missing Child Information

DSL responsibility for setting up search procedures.

Form Teacher in classroom area.

Boarding Housemasters in Boarding Houses.

Deputy Head for Changing Rooms, Chapel, Little Prestfelde & Swimming Pool.

Head of Middle School, Dovey Centre, Gym, Art & C.D.T., Music School.

Bursar to alert grounds and maintenance staff via two way radios or mobile phones.

Secretarial staff control centre for search response.

D.S.L covering all other areas or sightings.

Helping children to keep themselves safe

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) education and sex and relationships lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff of their choosing about any worries they may have.

Prestfelde will report to the Education Welfare Officer at Shropshire Local Authority if a pupil fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

What staff should do if they have concerns about another staff member

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Governors. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the designated officer(s) at the Shropshire local authority].

What staff should do if they have concerns about safeguarding practices in the school

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding systems, these should be raised in accordance with the School's whistleblowing procedures which can be found The school's whistleblowing code *found in the Employment Manual* enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”. The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children. There is a Pastoral Support Team at Prestfelde which meets once a week to discuss all Pastoral matters. This happens in Little Prestfelde, Middle School and Senior School.

Prestfelde recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.

The School takes the following steps to minimise the risk of peer-on-peer abuse:

- Prestfelde recognises that peer on peer abuse can and will occur on any site even with the most stringent of policies and support mechanisms.
- Prestfelde has an open environment where young people feel safe to share information about anything that is upsetting or worrying them.
- We encourage a strong and positive PHSE/SMSC curriculum that tackles such issues as prejudiced behaviour and gives children an open forum to talk things through rather than seek one on one opportunities to be harmful to one another.
- Prestfelde believes in a strong Values Based Educational approach
- Whole staff training and CPD around abusive behaviours and talking to young people in a way that continues to create an open and honest environment without prejudice.
- Chapels and Assemblies
- Pastoral Team in each part of the school with a Head of School
- Form Tutors
- Staff must not dismiss issues as ‘banter’ or ‘growing up’ or compare them to their own experiences of childhood. It is necessary that staff consider each issue and each individual in their own right before taking action.
- If staff minimise the concerns raised it may result in a young person seeking no further help or advice.
- Signposting is available to pupils in the event that they don’t feel confident raising an issue to staff or a peer.
- Has resource boards with support services on a wide range of issues so children can seek their own solutions should they wish to.
- Prestfelde brings in external services and support programmes/speakers to talk to the Prestfelde children about specific issues in support of the prevention of peer on peer abuse.
- Children are encouraged to change their circumstances and that of the procedures within schools.
- Prestfelde has school council and pupil voice which is run by the Head Mrs Orchard and children are encouraged to support changes and develop ‘rules of acceptable behaviour’
- Children are encouraged to understand the boundaries of behaviour before it becomes abusive.

Where an issue of pupil behaviour or bullying gives ‘reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm’, staff should follow the procedures below rather than the School’s Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the SSCB on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the SSCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until

the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the SSCB and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police⁴¹. If the DSL decides to make a referral to children's social care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The School's approach to sexting is to refer incident to the DSL, interviewing the Parents (unless this would put the young person at risk harm)

Prestfelde will respond to incidents of sexting and we will respond appropriately and will record incidents in a way which should not have a long-term negative impact on any child.

A referral to the police and or social care should be made if:

- The incident involves an adult
- The child appears to have been coerced, blackmailed or groomed
- There are concerns about the child's capacity to consent
- The content depicts sexual acts that are violent or developmentally inappropriate
- The imagery depicts a child under 13
- The pupil is at risk of harm

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

Disclosures about pupil on pupil abuse

In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by Mr Mike Haswell DSL and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the School.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEAD, GOVERNORS AND VOLUNTEERS)

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and SSCB arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the 'designated officer' on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is Mrs Fiona Orchard or to the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. Where the Head or DSL is absent or is the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors. However, staff may consider discussing any concerns with the DSL and make any referral via them.
2. The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
7. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

Prestfelde in all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

STAFF BEHAVIOUR POLICY / CODE OF CONDUCT

The School's behaviour policy OR code of conduct can be found in the School Employment Manual. The aim of the School Employment Manual is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and LSCB procedures

- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care
- following the school's rules with regard to relationships with pupils and communication with pupils, including on social media.

SAFER RECRUITMENT

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Recruitment Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's Recruitment Policy.

MANAGEMENT OF SAFEGUARDING

The School's DSL is Mr Michael Haswell who is a member of the leadership team.

Mr Simon Sowden and Mrs Emma Thelwell are the DDSLs and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services⁸⁷.

The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are email:mhaswell@prestfelde.co.uk or 01743245400.

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

TRAINING

Induction and training are in line with advice from SSCB.

All Staff

All new staff will be provided with induction training that includes:

- the child protection policy
- the role and identity of the DSL and any DDSLs

- the behaviour policy
- the staff employment manual including the School's whistleblowing procedure and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
- the safeguarding response to children who go missing from education;
- a copy of Part one of *KCSIE*
- School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE (and Part five of KCSIE 2018)*.

Copies of the above documents are provided to all staff during induction.

Temporary staff and volunteers are provided with an induction pack and are provided with the same documents as staff.

All staff are also required to:

- Read Part one of *KCSIE 2018* and confirm that they have done so. Each time Part one of *KCSIE* is updated by the Department for Education, staff will be updated on the changes via the DSL.
- Understand key information contained in Part one of *KCSIE*. The School will ensure staff understanding by all staff doing the online iHasco training (Staff do this annually) and are updated/informed and questioned by the DSL at Inset training and staff meetings.
- Receive training in safeguarding and child protection regularly, in line with advice from the SSCB. Training will include online safety and harmful sexual behaviours. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, emails and Inset/staff meetings.

DSL

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the SSCB's approach to *Prevent* duties¹ and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSL is trained to the same level as the DSL.

OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES

Mr Gordon Woods is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. They are a member of the governing body.

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DSL, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES

Teaching children how to keep safe

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety is an integral part of the School's ICT curriculum and also embedded in PSHE and sex and relationships education (SRE).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are monitored by Lightspeed Web Filter. This monitors all internet traffic and flags up any misuse. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety can be found in the School's E-Safety Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values.

The School is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

• EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS

Use of mobile phones and cameras

Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place. There is evidence that some people have used sporting events as an opportunity to obtain inappropriate photographs or film footage of children in vulnerable positions. It is advised that any concerns be reported to the Designated Safeguarding Lead.

In commissioning professional photographers or inviting the press to an activity, it is important that they are made aware of what is expected of them in terms of child protection.

As with all school visitors, they should be signed in at the school office, and wear a visitor's badge.

Parental permission is sought for all photographs in relation to school activities.

Photographs can be used as a means of identifying children when accompanied by personal information. Caution is advised in using first and surnames of individuals in photographs, and should be avoided if possible.

Passport size photographs of each child in the school are held on file for the purposes of identification in cases of missing child/children.

To protect pupils 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 pupil's first name with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them

Mobile Phones and Cameras in Early Years and Foundation Stage

Appropriate use of mobile phones is essential at Prestfelde. The use of mobile phones does not detract from the quality of supervision and care of children. All parents have the mobile phone number that is used and are encouraged to text or phone. Practitioners are able to use their personal mobile phones during their break times. During working hours they must be kept out of the reach of children and parents, in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure which is set out in the Code of Conduct.

The concerns are mainly based around these issues:

- Staff being distracted from their work with children
- The use of mobile phones around children
- The inappropriate use of mobile phones

Ensuring the Safe and Appropriate Use of Mobile Phones

Prestfelde allows staff to bring in mobile phones for their own personal use. However, they must be kept in their lockers at all times and are not allowed to be used in the toilets, changing rooms or in the play areas at any time. If staff fail to follow this guidance, disciplinary action will be taken in accordance to Prestfelde school staff code of conduct. If staff need to make an emergency call, they must do so either in the main or head's office. Staff must ensure that there is no inappropriate or illegal content on the device.

Mobile phone technology may not be used to take photographs anywhere within the nursery/school grounds. There are digital cameras and tablets available within the nursery/school and only these should be used to record visual information within the consent criteria guidelines of the local authority and the nursery/school.

Members of staff may only contact a parent/carer on school approved mobile phones.

Pupils should not use mobile phones within the school grounds and should not bring in a mobile.

Use of Mobile Phones for Volunteers and Visitors

Upon their initial visit volunteers and visitors are given information informing them they are not permitted to use mobile phones on the premises. If they wish to make or take an emergency call they may use either the main or the manager's office. Neither are volunteers or visitors permitted to take photographs or recordings of the children without the heads permission.

Important contact details of the children are kept on the school's mobile phone in case of an emergency.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Prestfelde. We take a mixture of photos that reflect the pre-school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Prestfelde understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act.

Visitors to the setting are requested not to bring their mobile phones onto the premises.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at Prestfelde. We take a mixture of photos that reflect the pre-school environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. Children are encouraged to use the camera to take photos of their peers. In order to safeguard children and adults and to maintain privacy, cameras are not to be taken into the toilets by adults or children. All adults whether teachers/practitioners or volunteers at Prestfelde understand the difference between appropriate and inappropriate sharing of images. All images are kept securely in compliance with the Data Protection Act

e-Safety

Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites such as facebook, twitter, MSN, tumblr, snapchat and instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The school's **Safeguarding on the internet and ICT policy** found on the website and on the school's intranet explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our sexual exploitation policy or child protection procedures.

Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community. The ICT co-ordinator Mr Simon Sowden runs a Digital citizenship course where he clearly explains the rules and pupils on site usage in school.

Staff/pupil relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation.

DSL for the EYFS

The practitioner designated to take lead responsibility for safeguarding children in the early year's settings is Mrs Emma Thelwell.

Duty to notify Ofsted

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

APPENDIX 1 –SIGNS AND TYPES OF ABUSE

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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 children¹⁴³. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children¹⁴⁴. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence¹⁴⁵.

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.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting¹⁴⁸. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic

violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education¹⁵⁰.

So called 'honour based' violence: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

• FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate¹⁵⁵. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the School's local safeguarding procedures.

Forced marriage: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of

the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfu@fco.gov.uk.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. 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. It can also call for the death of members of the armed forces, whether in this country or overseas¹⁵⁹.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers¹⁶².

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Children who go missing from school: A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in this Policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (EWO) (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.



PRESTFELDE

APPENDIX 2

FILE TRANSFER RECORD AND RECEIPT

PART 1: To be completed by sending / transferring school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL SENDING CP FILE:	
ADDRESS OF SCHOOL SENDING CP FILE:	
METHOD OF DELIVERY:	BY HAND SECURE POST ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRANSFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving school or college

NAME OF SCHOOL RECEIVING FILE:	
ADDRESS OF SCHOOL RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

APPENDIX 3

Sample form for recording and reporting concerns about a child at Prestfelde

Details of child and parents/carers

Name of child:		
Gender:	Age:	Date of birth:
Ethnicity:	Language:	Additional needs:
Name(s) of parent(s)/carer(s)		
Child's home address and address(es) of parents (if different from child's)		

Your details

Your name: _____ Your position: _____ Date and time of incident (if applicable): _____

Are you reporting your own concerns or responding to concerns raised by someone else?(delete as appropriate)

Reporting own concerns

Responding to concerns raised by someone else

If you are responding to concerns raised by someone else, please provide their name and position within the organisation:

Please provide details of the incident or concerns you have, including times, dates, description of any injuries, whether information in first hand or the account of others, including any other relevant details:

The child's account/ perspective:

Please provide details of anyone alleged to have caused the incident or to be the source of any concerns:

Provide details of anyone who witnessed the incident or who shares the concerns:

Please note: concerns should be discussed with the family **unless**:

- The view is that a family member might be responsible for abusing the child
- Someone may be put in danger by the parents being informed
- Informing the family might interfere with a criminal investigation.

If any of these circumstances apply, consult with the local authority children's social care department to decide whether or not discussions with the family should take place.

Are you aware of any previous incidents or concerns relating to this child and of any current risk management plan/ support plan? If so, please give details:

Summary of discussion with supervisor/ manager:

Has the situation been discussed with the named person for child protection?

Yes/ No (delete as appropriate)

If so, please summarise the discussion:

Have you informed the statutory child protection authorities?

Police: Yes/No (delete as appropriate) Date and time:

Name and phone number of the person you spoke you spoke to:

Local authority children's social care: Yes/No (delete as appropriate) Date and time:

What has happened since referring to statutory agency(ies)? Include the date and nature of feedback from referral, outcome and relevant dates:

If the concerns are not about child protection, details of any further steps taken to provide support to child

and family and any other agencies involved:

Name..... Position.....

Date..... Signed.....

Managers name..... Position.....

Date..... Signed.....

Child Protection Report

Name of child:

(Please print full name)

Name of person reporting concern:

Relationship to child:

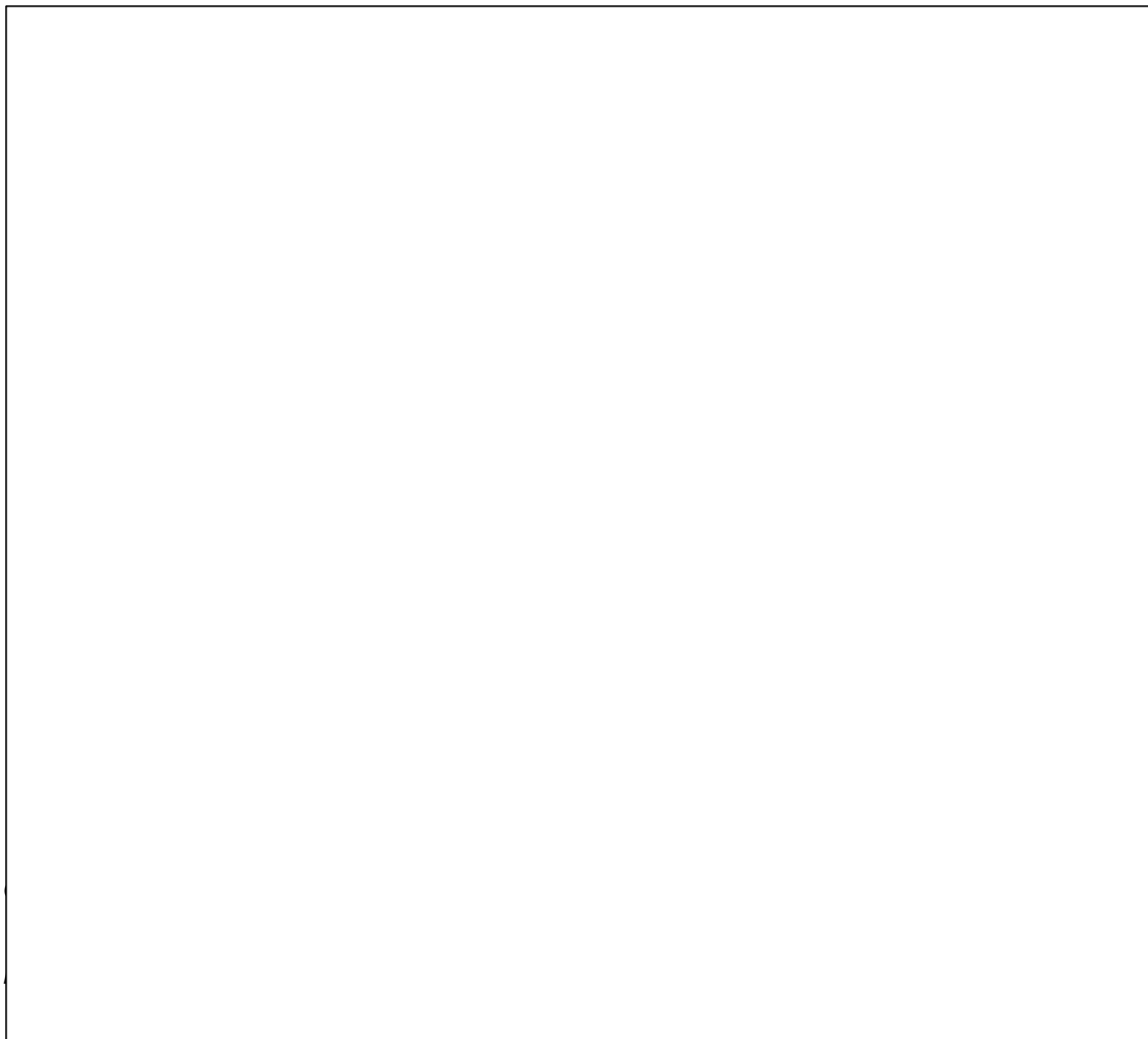
Date:

Please write below, the cause for your concern about the above named child. Include day/s and time/s when and where your concern/s arose, with any observations you may have, and also give the names of any witnesses. Use other side of page and/or new sheet as required.

Non - accidental injury report

Sketch in as clearly and accurately as possible. Only record the injury or injuries seen on the child, detailing their approximate size and colouration.

Children should not be 'examined' by teachers, do not undress child to complete. However, details of the injuries or any visible marks which have aroused suspicion of non-accidental injury should be recorded. A doctor will conduct a full medical examination at the request of the Child Protection Team

A large, empty rectangular box with a thin black border, intended for a sketch of injuries. The box is currently blank.

Information

Name of child:

Date of birth:

Age:

Form / Class:

Form / Class teacher:

**Parents / Guardians:
Address:**

Marital Status:

Date of joining Prestfelde:

Form / Class on joining:

Form / Class Teacher:

Relevant medical history:

Course of Action

Name of person reporting concern:

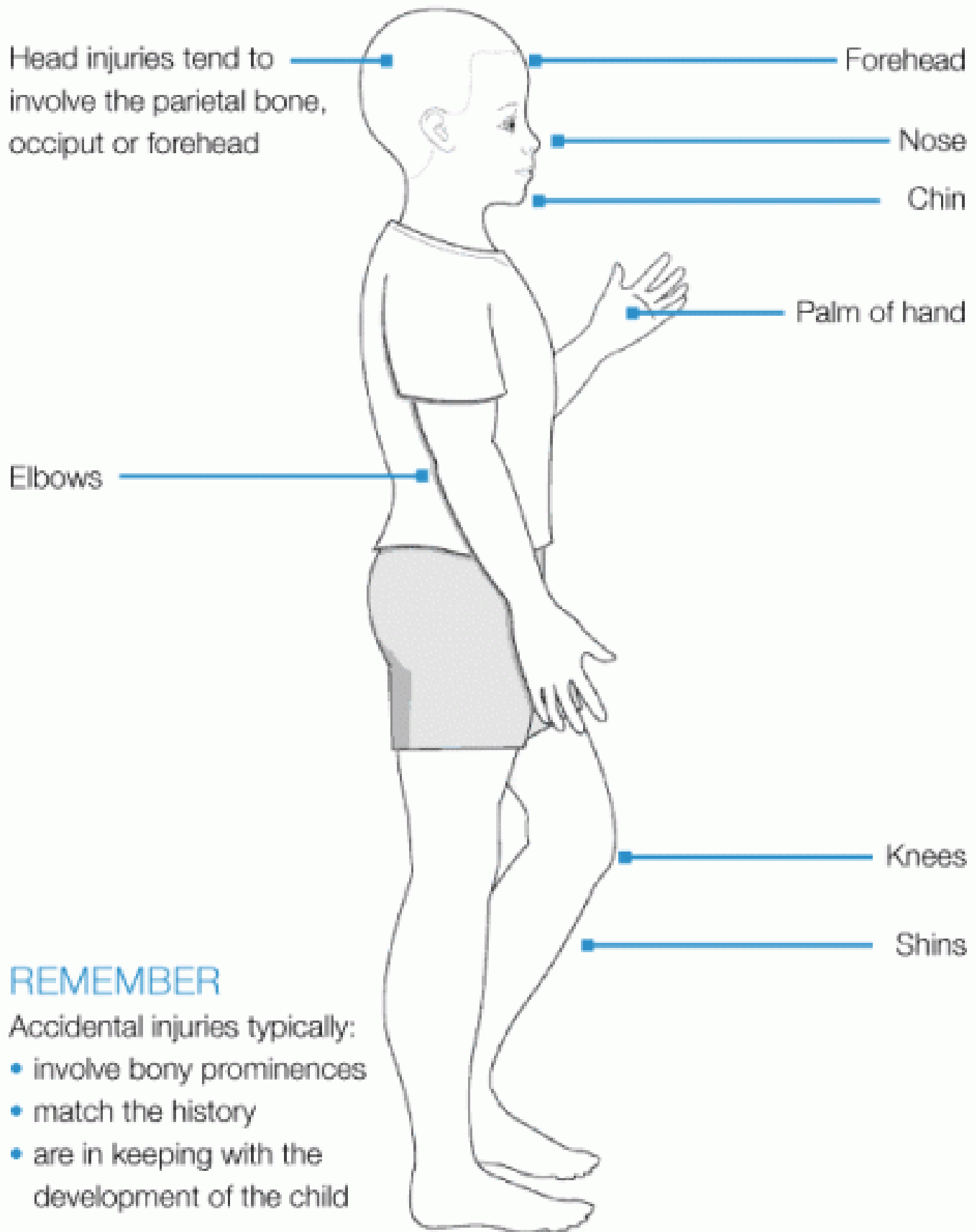
Brief summary of concern:

Action taken:

SignedDSL for Prestfelde.

Signed Person raising concern.

Body map 1



Body Map 2

Ears – especially pinch marks involving both sides of the ear

The “triangle of safety” (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

Inner aspects of arms

Back and side of trunk, except directly over the bony spine

Black eyes, especially if bilateral

Soft tissues of cheeks

Intra-oral injuries

Forearms when raised to protect self

Chest and abdomen

Any groin or genital injury

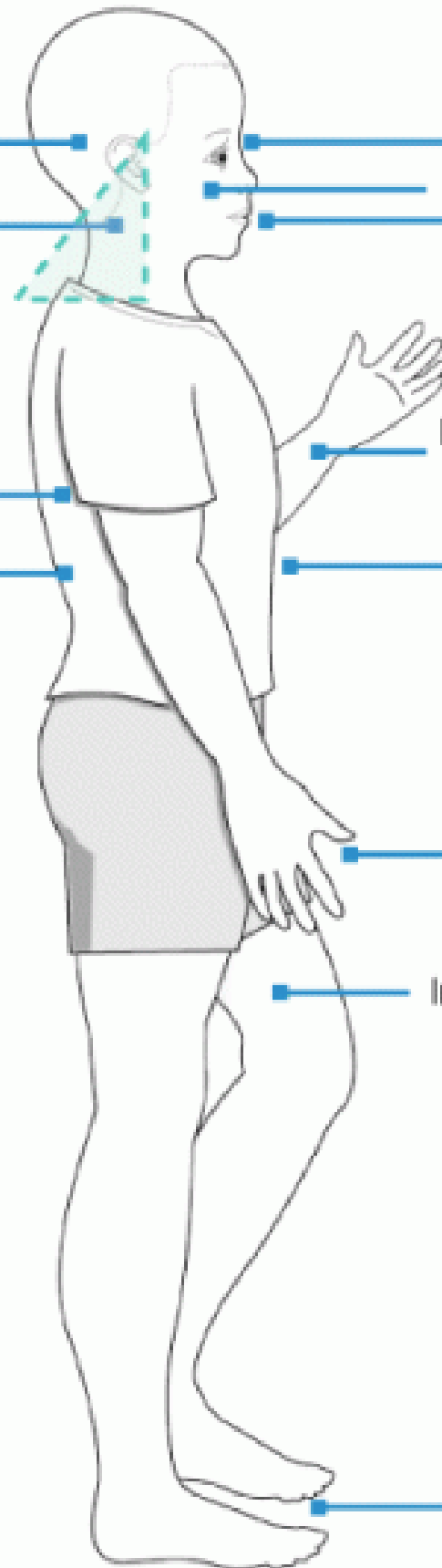
Inner aspects of thighs

Soles of feet

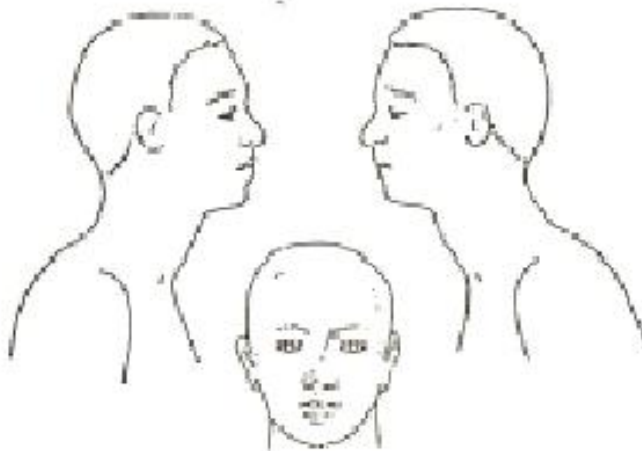
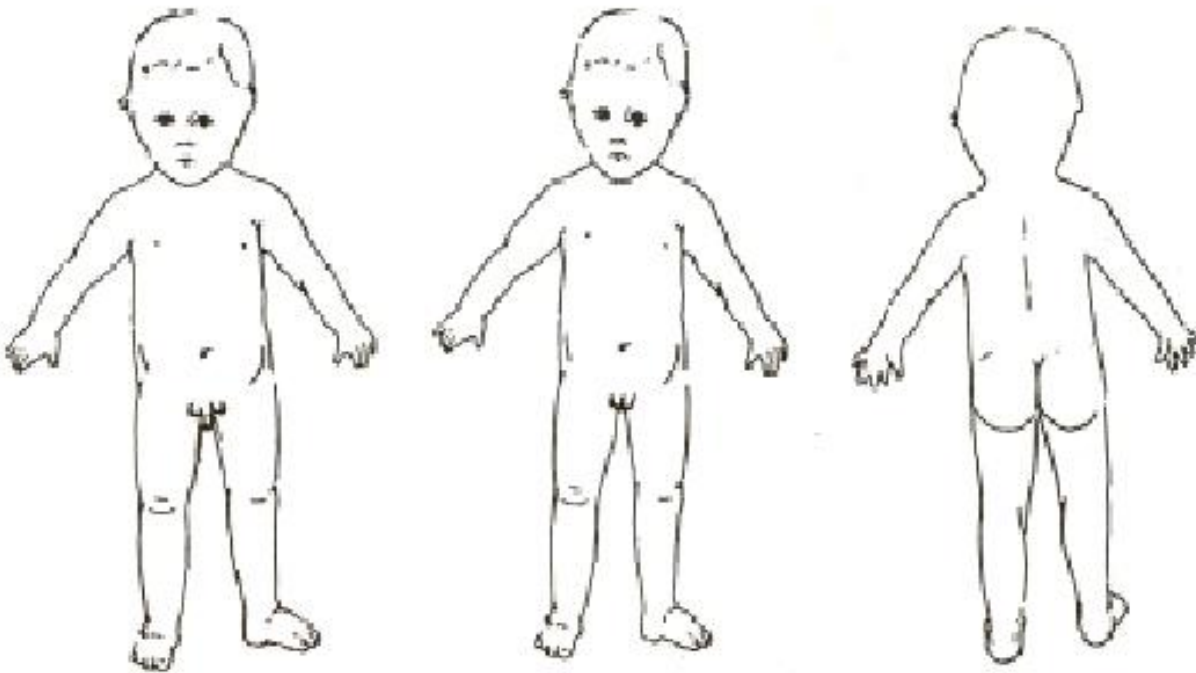
REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



Body Map 3



Pupil's Chronology

Name of pupil:.....

D.O.B.....

Brief summary of events prior to chronology:

Date	Significant event • Any event that has an impact on child or family	Source of information (eg contact, home visit, from other agency etc.)	Action taken and reasons why

Date

Missing Child Report Form

Date:

Name of missing child:
(Please print full name)

Age:

Form Teacher:
(Please print name)

Day / Boarder:

Housemaster:
(Please print name)

Person reporting missing child:
(Please print name)

Time child was first missed:

Place where child was last seen:

Apparent reason for disappearance if known:

School buildings check list:

- Main teaching block
- Middle School
- Dovey Centre
- Gymnasium
- Art & C.D.T.
- Music School
- Swimming pool
- Chapel
- Little Prestfelde
- Prestfelde House
- Beckbury House
- Highfield House
- Grounds and Maintenance

School grounds check list.

- Beckbury garden and the Lodge area
- Around Middle School
- Rear of Gym

- Rear of Art & C.D.T.
- Garages
- Highfield boundary & woodland
- Top field
- U10 Cricket area.
- Lower sports fields.
- The pond
- Little Prestfelde
- Prestfelde House car park

Personnel informed:

- Head
- DSL
- Deputy Head Academic
- Chaplain
- Housemaster
- Form Teacher

Outcome:

Child found by:

Full details of location:

Visual assessment of child's health and mental state:

Reaction of parents/guardian:

Signature of person finding the child.
(Please print name below signature)

Time:

Date:

Any other comments:

Search Check list

The school site

Area	Searched by	Time	Completed
Classroom Block			
Middle School			
Dovey Centre			
Gymnasium			
Art, C.D.T. & Garages			
Music School			
Adventure Playground			
Little Prestfelde			
Chapel & Learning Support			
Swimming Pool			
Old Classrooms			
Prestfelde House			
Beckbury House			
Lodge Grounds			
Lower Games Field			
Highfield House			
Highfield lawn & grounds			
Upper Games Field			
Pavilion & outbuildings			

Areas surrounding the school site

Area	Searched by	Time	Completed
London Road right to Column			
London Road left to A5 island			
Preston Street to Column			
Preston Street to Sub Station			
Sub Station to River			
River bank right for 500m			
River bank left for 500m			

Little Prestfelde

Area	Searched by	Time	Completed
Nursery			
Cloakroom & Toilets			
Library/Foyer/Office			
Reception Classrooms			
Year 1 Classrooms			
Year 2 Classrooms			
Indoor play area			
Adventure Playground			
Surrounding external areas			

Fundamental British Values in the Early Years

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn-taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community.

- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.
- Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.
- Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

It is NOT acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

The Local Authority Designated Officer (LADO)

Duty to refer

In addition to informing Ofsted, the Designated Lead for Safeguarding or senior manager has a duty to refer any concerns to the LADO where it is alleged that a person who works* with children has:

- Behaved in a way that has harmed a child, or may have harmed a child - whether the alleged abuse occurred on or off the premises where the childcare takes place;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children such as excessive one-to-one attention beyond the requirements of their usual role; or
- Displayed inappropriate behaviour such as inappropriate sexual comments, inappropriate sharing of images, or displays violent or aggressive behaviour.

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

The LADO should be informed of ALL allegations that come to a Senior Manager's attention within 1 working day of the manager becoming aware of the allegation.

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Senior Manager and the LADO will make a decision jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass.

It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. This is why the LADO should be informed of ALL allegations that come to the employers' attention.

The role of the Local Authority Designated Officer

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so what form the investigation will take.

It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether or not the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

Referral to the LADO should form part of your disciplinary and whistleblowing procedures.

The role of the setting's Designated Lead for Safeguarding

The Designated Lead for Safeguarding or the senior manager making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the final outcome;

- Should the allegation be unfounded, giving consideration to a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

Further information

SSCB Inter Agency Child Protection Procedures - chapter 4.1 Managing Allegations Against Adults Working with Children & Young People:

http://westmerciaconsortium.proceduresonline.com/chapters/p_all_against_adults.html

*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.

Disqualification by Association under the Childcare Act 2006

As part of our duty to safeguard pupils, we have checked whether staff at Prestfelde, or the persons they live with, have been disqualified from caring for children.

Steps have been taken to:

- Ensure that they are not knowingly employing a person who is disqualified in a relevant childcare setting
- Make staff in the relevant settings aware of the legislation, including the fact that they may be disqualified by association
- Tell staff what information the school requires and how it will be used to make decisions about disqualification (for example, by updating the school's safeguarding policy or amending contracts of employment and alerting staff to these changes)
- Take steps to gather information about whether any member of staff in a relevant setting is disqualified by association, or otherwise
- Keep a record of those staff who are employed to work in or manage relevant settings and the date on which disqualification checks were completed. Schools should ensure that in maintaining records they comply with the requirements of the Data Protection Act 1998
- Ensure that any information is kept to a minimum, is accurate and is only stored for the minimum period of time necessary

- Prestfelde has asked individuals to self-declare if they may be asked to regularly provide cover for a class in a setting that falls under the regulations in accordance with Paragraph 22 of the DfE guidance.

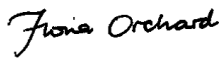

Prevention in the Curriculum

- The school recognises the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.
- The PSHE programme *in each key stage* provides personal development opportunities for pupils to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to, for example:
 - safely explore their own and others' attitudes
 - recognise and manage risks in different situations and how to behave responsibly
 - judge what kind of physical contact is acceptable and unacceptable
 - recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help
 - use assertiveness techniques to resist unhelpful pressure.
 - E-Safety
 - Other policies that need to be taken into account are:
 - *Anti-bullying/peer on peer abuse and discrimination*
 - *PSHE*
 - *Drugs*
 - *Confidentiality*
 - *Behaviour and Attendance*
 - *Special Needs*
 - *Health and Safety*
 - *Safe Recruitment*
 - *Physical intervention*
 - *E-safety*
 - *Management of Allegations*
 - *Intimate Care*
 - *Policy for the use of Mobile Phones and Cameras (including smart devices) in Early Years and Foundation stage*
 - *Medical Needs*
 - *Staff conduct policy (Code of Conduct)*
 - *Whistle Blowing*
 - *Preventing Radicalisation and Extremism in Schools*

Websites:

- www.nspcc.org – Help and advice on all child protection issues.
- www.childline.org - Help and advice on all child protection issues
- www.kidscape.org - Information on bullying
- www.shropshire.gov.uk – Shropshire Children's Safeguard Board
- www.ceop.gov.uk – Child Exploitation & Online Protection for internet safety and advice.
- www.rights4me.org- information for children's rights to safeguarding

Further reading and information is available on the internet or from Mike Haswell (DSL).

APPROVED DATE	3 September, 2018		
REVIEW DATE	August 2019		
SIGNED HEAD		PRINT NAME	Fiona Orchard
SIGNED CHAIR OF GOVERNORS		PRINT NAME	Mr. Stuart Hay