



Whole School Safeguarding and Child Protection Policy September 2023

This Policy applies to the Whole School: Senior, Junior and EYFS.

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Re-written from previous **'Whole School Safeguarding (Including Child Protection) Policy and Procedures'** document.

Reviewed: September 2020:	Headmaster, Deputy Head (Junior School)/DSL and Governors
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Reviewed: September 2022:	Headmaster, Deputy Head DSL and Governors
Reviewed: September 2023:	Headmaster, Senior Deputy Head (Whole School and DSL) and Governors
Review due: September 2024:	Headmaster, Deputy Head, DSL and Governors

This Policy should be read in conjunction with ‘Keeping Children Safe in Education’ (‘KCSIE’, September 2023) and the following related School Policy and Procedures documents:

- **‘Whole School Safeguarding and Child Protection Procedures’**
- ‘Whole School Safe Recruitment Policy and Procedures’ (Available to parents upon request in the School Office. To staff, in the Cranford School Policies section of the Whole School Staff Team area on Microsoft Teams)
- ‘Staff Code of Conduct’ (Available to parents upon request in the School Office. To staff, in the Cranford School Policies section of the Whole School Staff Team area on Microsoft Teams)
- ‘Induction of New Staff Policy and Procedures for ECTs’
- ‘Electronic Communication and Internet Policy Statement’
- ‘Whole School Preventing Radicalisation Policy (Including EYFS)’
- ‘Whole School Child-on-child Abuse Policy’
- ‘Reporting Low-level Safeguarding Concerns Policy’
- ‘Whole School Lettings and Premises Hire Policy and Procedures’
- ‘Whole School Visiting Speakers’ Policy and Procedures’
- ‘IT Code of Conduct for Pupils’ (Junior and Senior policies)
- ‘Whole School E-Safety Policy’
- ‘Whole School Policy for Personal, Social, Health, Citizenship and Economic Education’ (PSHCEE)
- ‘Whole School Relationships and Sex Education Policy’ (RSE)
- ‘Whole School Including EYFS Spiritual, Moral, Social and Cultural Policy’ (SMSC)
- ‘Curriculum Policy for the Junior School (Including EYFS)’
- ‘Curriculum Policy for the Senior School’
- ‘Whistleblowing Policy and Procedures for Staff’
- ‘Whole School Attendance Policy and Procedures’
- ‘Whole School Admissions Policy and Procedures’
- ‘Whole School Behaviour Policy and Procedures Including Rewards and Sanctions’
- ‘Whole School Anti-Bullying Policy and Procedures’
- ‘Whole School Physical Intervention (Restraint) Policy’
- ‘Whole School Outings and Trips Policy’
- ‘Whole School Outings and Trips Procedures’
- ‘Whole School Policy for Looked after Children’
- ‘Whole School Work Experience Policy’
- ‘Whole School Mental Health Policy’
- ‘Whole School Search and Confiscation Policy and Procedures’
- ‘Policy for the Use of Smartphones and Cameras (Includes Photography Policy) in the EYFS’
- ‘Whole School Missing Pupil Policy and Procedures’
- ‘Whole School Security, Access Control and Workplace Safety Policy’

The Designated Safeguarding Leads at the School are:

Designated Safeguarding Lead (DSL):

Mrs Kath Heard (Senior Assistant Head): ext. 224:
kheard@cranfordschool.co.uk

Deputy Designated Safeguarding Leads:

- Dr J Raymond (Headmaster) jraymond@cranfordschool.co.uk
- Mrs Christine Shephard (Matron): ext. 209: cshephard@cranfordschool.co.uk
- Mrs Clare Viggers (Assistant Head, Pastoral, Senior School):
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- Mrs Amberley Diamond (Assistant Head, Pastoral, Junior School):
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- Miss Rachel Hudson (Deputy Head - Juniors): ext 258
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- Mrs Kay Raymond (Designated EYFS Safeguarding Lead)): ext. 261:
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Member of the Governing Body with Responsibility for Safeguarding and Prevent:

- Mrs Chris Ellis (Safeguarding/Prevent Governor):
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1. Policy Statement:

1.1 Safeguarding and Child Protection Policy

1.1.1 Cranford School ("the School") is committed to safeguarding and promoting the welfare of children. All pupils have the right to be protected from all types of harm and abuse. This '**Safeguarding and Child Protection Policy**' ("this Policy") forms a fundamental part of our approach to providing excellent pastoral care to all pupils, including young people who may be over the age of 18 years.

1.1.2 This Policy and its implementation procedures set out the arrangements to safeguard and promote the welfare of pupils at the School. They have been prepared in compliance with, and with regard to:

- 'Keeping Children Safe in Education' ('KCSIE' Current Version September 2023);
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- KCSIE, from September 2023, incorporates the (now withdrawn) DfE guidance Sexual violence and sexual harassment between children in schools and colleges.
- KCSIE's Annex B contains additional information about specific forms of abuse and safeguarding issues, including, eg, children absent from education, cybercrime, mental health, preventing radicalisation, and sexual violence and sexual harassment between children in schools and colleges

- When to call the police, non-statutory guidance from the National Police Chiefs' Council;
- Oxfordshire Multi-Agency Safeguarding Arrangements for Children (January 2021);
- Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time);
- The Independent School Standards Guidance for independent schools April 2019
- Safeguarding Vulnerable Groups Act 2006;
- The Protection of Freedoms Act 2012;
- The Children Act 2004;
- 'What to do if you are Worried a Child is being Abused' (March 2015);
- 'Working Together to Safeguard Children' (2018 -updated in September 2022 but without changing the date on the published version) (WT). (A guide to inter-agency working to safeguard and promote the welfare of children);
- WT refers to the non-statutory but important advice: Information sharing (2018)
- 'Information Sharing – Advice for Safeguarding Practitioners' (July 2018);
- The Education Acts;
- Childcare Act 2006 (as amended, 2016);
- DBS Referral Guidance (as amended from time to time);
- Independent Schools' Inspectorate (ISI): 'Commentary on the Regulatory Requirements' (September 2021);
- 'Teacher Misconduct – Disciplinary Procedures' (April 2018) and 'Teacher Misconduct – Regulating the Teaching Profession' (September 2018);
- 'Use of Reasonable Force in Schools' (July 2017);
- 'Information Commissioner's Office Data Sharing Code of Practice' (Dec 2020)'Preventing and Tackling Bullying' (July 2017) (DfE);
- Childcare (Disqualification) Regulations (September 2018);
- 'Prevent Duty Guidance: For England and Wales' (April 2021) (Prevent);
- 'The Prevent Duty: Departmental Advice for Schools and Childcare Providers' (June 2015);
- 'The Use of Social Media for On-line Radicalisation' (July 2015);
- Disqualification under the Childcare Act 2006 (August 2018);
- SEND Code of Practice (January 2015)
- 'Mental Health and Behaviour in Schools' (November 2018) (DfE);
- 'Teaching Online Safety in School' (June 2019) (DfE);
- 'Education for a Connected World Framework' (UKCIS 2018)(last updated June 2020)
- Voyeurism (Offences) Act 2019.
- Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)
- *Children missing education: statutory guidance for local authorities – September 2016'*
- Counter Terrorism and Security Act 2015 (The 'Prevent Duty')
- The UK Council for Internet Safety (UKCIS) Guidance: Sharing nudes and semi-nudes (December 2020)
- Guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020)
- Guidance for Safer Working Practices (February 2022)
- Safer Recruitment Consortium (updated in May 2019)
- Mental health and behaviour in schools: departmental advice
- Counselling in schools: a blueprint for the future (February 2016)
- UK Safer Internet Centre: appropriate filtering and monitoring. Guidance on e-security is available from the National Education Network (NEN).
- Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance
- The *Everyone's Invited* website (2020)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (September 2021)

- Schools COVID-19 operational guidance (August 2021)
- Actions for early years and childcare providers during the Coronavirus (COVID-19) outbreak (August 2021)
- Searching, screening and confiscation: advice for schools (2022)
- [Review of sexual abuse in schools and colleges](#) (Ofsted, June 2021)
- Reports on sexual harassment and online sexual abuse of children and young people by [Women and Equalities Parliamentary Select Committee](#) (2016) and Girlguiding [girls' attitudes survey](#) (2016)
- Human Rights Act 1998
- The Equality Act 2010
- The Public Sector Equality Duty
- PACE Code C 2019
- 'A Year on from the launch of the Ofsted review into sexual abuse in schools and colleges' (April 2022)
- DfE Children Missing in Education (2016)
- Working Together to Improve School Attendance (May 2022)

- I.1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.
- I.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Oxfordshire's Safeguarding Children Board (OSCB)/local safeguarding partner guidance. The School will ensure that its safeguarding arrangements take into account local procedures and practice, including local criteria for action and protocol for assessment.
- I.1.5 This Policy is addressed to all members of staff ("Staff") (both employees and contractors) and volunteers at the School (temporary and permanent). Adherence to this Policy is mandatory for **all** staff and volunteers and its use is not subject to discretion. This Policy applies whenever staff or volunteers are working with pupils, including where this is away from the School, for example at another institution, on school visits and trips, as well as sporting and cultural activities.
- I.1.6 This Policy is available to all parents, staff and volunteers on the School's website. A paper copy of this Policy is also available to parents upon request to the School office.
- I.1.7 Pupils are taught about safeguarding both on and offline, including how to adjust their behaviour to reduce risks, keep themselves safe and build resilience; and are made aware of this Policy through the PSHCEE and SRE programme and other means of sharing information appropriate to their age and understanding, within a broad and balanced curriculum. Pupils are taught to recognise when they are at risk and how to get help when they need it.

I.2 **Creating a Culture of Safeguarding:**

- I.2.1 The School recognises that safeguarding covers much more than child protection, and so this Policy will operate in conjunction with the '**Staff Code of Conduct**', '**Whole School Safe Recruitment Policy and Procedures**', '**Whistleblowing Policy and Procedures for Staff**', and other related policies and procedures (most of which are listed on pages 1 and 2 of this document). These cover areas including equal opportunities; Health and Safety; First Aid; educational visits; anti-bullying; behaviour management; drugs, alcohol and tobacco; information sharing; online safety (including mobile technology and social media); Fundamental British Values, and Preventing radicalisation and violent extremism. Such policies are available from the School on request.

The School takes seriously its responsibility to promote and nurture the mental health and wellbeing of all its pupils and staff. This is reflected in its policies and procedures for pastoral care and the School's Personal, Social, Health, Citizenship and Economic Education (PSHCEE), and RSE programme.

1.2.2 'Safeguarding' is broader than 'child protection'. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the welfare of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment;
- Preventing the impairment of children's mental and physical health or development;
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care;
- Taking action to enable all children to have the best outcomes.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or at immediate risk. The School recognises the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly, and challenging inaction.

1.2.3 Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.

Everyone who works with our pupils should make sure that their approach is child-centred (that is, that they consider at all times what is in the best interests of the child). Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

1.2.4 As well as ensuring that the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils and their families, and contribute to inter-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

We are committed to working in partnership with parents, Social Services Departments and diverse communities, to continuously develop and improve the safeguarding culture, both on and off line, within our School.

1.2.5 Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

The school recognises the need to create the right culture so staff feel comfortable discussing safeguarding matters in and outside of work, **including online**.

1.2.6 The School has systems to:

- Prevent unsuitable people working with pupils;
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action, and promote the welfare of pupils in need of additional support. This includes all staff being made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child

maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance are shared with staff;

- The school recognises and has clear procedures in place to ensure all staff are reminded that 'children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful;
- The school ensures children are taught through the wider curriculum, PSHCEE and RSE (relationships and sex education) how to stay safe, based on a wide view of what may happen to pupils, not only in schools but also beyond it. This includes staying safe online and the dangers of cyberbullying and sexting;
- Promote safe practice and challenge poor and unsafe practice;
- Protect students and staff from online risks; these include online safety education, training, including via an online internet safety certificate accessible to all staff and students across various year groups at key transition points, policies and procedures governing the use of IT, parent Internet safety briefings and events (including visiting speakers leading training and information events) and procedures to manage any incidents that occur;
- The school ensures that the '4Cs' (Content/Contact/Conduct/Commerce) are at the heart of our online safety education and related policies The 4c's being:
 - **Content:** seeing illegal, inappropriate or harmful content
 - **Contact:** harmful interactions
 - **Conduct:** behaviour that increases the chances of, or causes, harm
 - **Commerce:** gambling, advertising, scams
- The school uses communications with parents and carers to reinforce the importance of children being safe online. The information shared with parents/ carers includes information about:
 - • what systems they have in place to filter and monitor online use
 - • what they are asking children to do online, including the sites they will asked to access
 - • who from the school or college (if anyone) their child is going to be interacting with online.
- The school recognises the importance of educating parents and carers about children's access to online sites when away from school.
- Filter and monitor online activity via applications which prevent access to blocked internet sites, and report on attempts to access sites that may give rise to concern. Email messages between staff and students are also scanned for inappropriate language and behaviour This information is shared with the DSL who follows up on any concerns;
- Ensure staff have a school owned office 365 account for conducting all school business;
- Deal with issues of confidentiality, information sharing and consent;
- Ensure that staff do not, through their actions, place **pupils** at risk of harm, or place themselves at risk from an allegation of harm (by providing guidance on areas such as 1:1 tuition, sports coaching, conveying by car, inappropriate electronic communication).
- Ensure the pupils are taught how to stay safe not only in school, but also beyond it via the PSHCEE curriculum. This includes staying safe online and the dangers of cyberbullying and sharing nudes and semi-nudes (as outlined in the 'Whole School Internet Safety Policy.') We recognise that many pupils are able to have unlimited and unrestricted access to the internet using their own data plan both in school and out of school: which some of them may abuse to sexually harass their peers, share indecent images and view and share pornography and other harmful content. To minimise inappropriate use, as a school we ensure all pupils, with their parents, sign an acceptable use code of conduct, '**IT Code of Conduct for Pupils (Junior and Senior)**'. In addition, the school's '**Whole School E-Safety Policy**' restricts unsupervised use of mobile phones during all times in the school day. Mobile phones are not permitted in School unless

the pupil travels to and from School by School minibus, in which case phones are collected and kept in the main School Office during the day and returned on the return home. As a privilege, Year 11, Year 12 and Year 13 pupils are permitted to use their phones in their respective Common Rooms only. They may, however, use their devices in lessons with the express permission of their teacher from whom this permission must first be sought.

- The breadth of issues classified within online safety is considerable, but can be categorised into the 4 C's (four areas of risk) listed above. Examples of this include:
 - content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
 - contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
 - conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
 - commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel pupils, or staff are at risk, this should be reported to the DSL. They may report it to the Anti-Phishing Working Group (<https://apwg.org/>).

1.2.7 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, appropriate to their age and understanding, about how their safety and welfare could be further improved. Pupils are educated about staying safe through a broad and balanced curriculum, which includes PSHCEE, SRE and Computing and IT lessons.

1.2.8 The school makes it clear that being subjected to harassment, violence and or abuse, may breach children's rights, as set out in the Human Rights Act.

The school makes the significance of the Equality Act 2010 to school safeguarding clear, including that staff:

- must not unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.
- need to be conscious that pupils with protected characteristics may be more at risk of harm and integrate this into safeguarding policies and procedures.

The school ensures that LGBTQ+ pupils are provided with a safe space for them to speak out or share their concerns with members of staff .

1.2.9 All staff are required to adhere to the '**Network Code of Conduct**', and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

1.3 **Implementation Procedures:**

The School has implementation procedures to assist staff and volunteers when handling safeguarding concerns. Information on these procedures is available to all staff and volunteers at the School and the procedures must be followed at all times.

1.4 **Early Years Foundation Setting:**

- I.4.1 This Policy applies to the School's provision for the Early Years Foundation Setting ('EYFS'). The identity of and contact details for the Designated Safeguarding Lead/s with responsibility for safeguarding within this setting are set out at the head of this policy.
- I.4.2 Throughout the setting all persons in the EYFS are required to adhere to the School's '**Network Code of Conduct**' and '**Policy for the Use of Smartphones and Cameras (Includes Photography Policy) in the EYFS**' on the use of mobile phones and cameras. Personal devices must not be used in any of Cranford School's Early Years settings. They must be locked away at all times.
- I.4.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, comments which give cause for concern, or any reasons to suspect neglect or abuse outside the setting), and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (EYFS Statutory Framework 3.6).
- I.5 **Children with Special Educational Needs and Disabilities or with certain health conditions**

Children with special educational needs and disabilities (SEN/D) or with certain health conditions can face additional safeguarding challenges, including particular vulnerability to child-on-child abuse. Staff must be alert to the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further explanation;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities and/or certain health condition to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- To address these additional challenges, children with SEN/D may require extra pastoral support. The additional vulnerabilities of pupils with SEN/D and the School's duty to make reasonable adjustments should be particularly carefully considered in situations where the use of reasonable force may be needed in response to risks presented by incidents involving children with SEN/D or medical conditions.

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

At Cranford School we provide extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

For further support on children with special educational needs, the school can use the Special Educational Needs and Disabilities Information and Support Services (SENDIASS) (See KCSIE 2023 paragraph 202)

1.6 Looked After Children and Previously Looked After Children:

The School has a designated teacher with responsibility for looked after and previously looked after children. The School will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after, or have been looked after, by the local authority. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child if they have one.

1.7 Private Fostering

Private fostering occurs where a child under the age of 16 (or 18 if disabled) is provided with care and accommodation by someone to whom they are not related in that person's home. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Children in private foster care are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. If a member of staff becomes aware that a pupil may be in a private fostering arrangement, they should raise this in the first instance with the Designated Safeguarding Lead. The School will then notify the local authority of the circumstances. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

1.8 Children with a social worker:

The school recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker.

2. Aims:

2.1 Our aims are to:

- 2.1.1 Create an environment in the School which is safe and secure for all pupils.
- 2.1.2 Encourage our pupils to establish satisfying relationships within their families, with peers and with other adults.
- 2.1.3 Encourage children to develop a sense of autonomy and independence.
- 2.1.4 Work with parents to build their understanding of and commitment to the welfare of all pupils.

2.2 In order to fulfil these aims the Headmaster will take the necessary steps to ensure that:

- 2.2.1 All staff (including supply and temporary staff) and volunteers receive training in safeguarding children and an explanation of the systems within the School which support this as part of their induction. This includes:

- The School's '**Whole School Safeguarding and Child Protection Policy**' (which includes information from the '**Staff Code of Conduct**', '**Whistleblowing Policy and Procedures for Staff**') '**Whole School Low Levels Concern Policy**'
- Part I and Annex A of 'Keeping Children Safe in Education' (KCSIE);
- Annex B of 'Keeping Children Safe in Education' (KCSIE);
- The School's '**Whole School Behaviour Policy and Procedures Including Rewards and Sanctions**';
- The safeguarding response to children who are absent from education (the School's '**Whole School Attendance Policy and Procedures**');
- The identity and role of the Designated Safeguarding Lead and Deputy Designated Safeguarding Leads;
- Online safety and relevant policy and procedures documents including the acceptable use of IT.
- '**Whole School Low Levels Concern Policy**'

2.2.2 All staff, volunteers and the Headmaster are trained in child protection (including Prevent awareness, online safety training, the local early help process and how to manage a report of child-on-child sexual violence or sexual harassment) regularly (local safeguarding partner requirements), and receive safeguarding and child protection updates as required, but at least annually. The Designated Safeguarding Lead and Deputy Safeguarding Leads receive the required updated child protection and Prevent training at least every two years (as set out in Annex C of 'Keeping Children Safe in Education').

The key training elements are: Induction Training – this is mandatory and includes; · the Child Protection policy; · the Behaviour Policy; · the Staff Behaviour Policy (and Code of Conduct); · the safeguarding response to children who are absent from education; and · the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies) (see KCSIE 2023). KCSIE (and all of the above policies) should be read and understood by all staff. They are required to sign to say they have done so. DSLs attend training every two years; and in addition to formal training, their knowledge and skills are refreshed at regular intervals, at least annually.

All other staff will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The Governing body and the headmaster/ DSL take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process. The school recognises that safeguarding training for governors is mandatory. All governors and trustees receive appropriate safeguarding and child protection training at induction, and then at regular intervals. Training provides them with the knowledge to ensure their school's safeguarding policies and procedures are effective. The school recognises and ensures that the staff and governing body should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, and their local multi-agency safeguarding arrangements.

2.2.3 The School adheres carefully to its '**Whole School Safe Recruitment Policy and Procedures**' in accordance with the *Independent School Standards Regulations* and include ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in Safer Recruitment, and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out at paragraph 1.1.2. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained, and in all cases a Barred List Check and Prohibition Order check (if applicable) will have been undertaken. Relevant staff are also asked to confirm that they do not meet the criteria for disqualification under the Childcare Act 2006 and the 2018 Regulations.

2.2.4 The school ensures that a curriculum vitae (CV) is only accepted alongside a fully completed application form and is not sufficient on its own to support safer recruitment. The school will consider online searches as part of their due diligence checks on shortlisted candidates.

2.2.5 The School obtains assurance that appropriate child protection checks are carried out and procedures apply to any staff or volunteer of another organisation who work with the School's pupils on another site (for example, in a separate institution).

2.2.6 The School ensures that shortlisted candidates are informed that the school may carry out online checks as part of the due diligence process and that these checks take place.

2.2.7 The School carries out the mandated checks on the suitability of all people who serve on our School Governing Board in accordance with the guidance and regulations set out at paragraphs 1.1.2. Where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS) in accordance with the procedural guidance at <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs> (contact: PO Box 181, Darlington, DL1 9FA. Tel: 01325 953795, email dbsdspatch@dbsgsi.gov.uk).

2.2.8 In cases involving teaching staff, the School will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

2.2.9 All School staff are alert to signs of abuse and neglect, and all staff know to whom they should report concerns or suspicions of abuse or neglect.

2.2.10 In addition to the training outlined at section 2.2.2, all School staff keep themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

- 2.3 This Policy is compatible with and meets all applicable requirements of OSCB/local safeguarding partners. The School ensures that it has positive communication with the local safeguarding partners to ensure compliance with local protocol and access to relevant support. The local safeguarding partners can be contacted through the Local Social Services Department (Children's Services) "Social Services". Their contact details are set out in paragraph 11 below.

3. Responding to Safeguarding and Child Protection Concerns:

- 3.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. School staff have a responsibility to listen to all pupils and identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- 3.2 Any concern, allegation or incident of abuse must be referred to the Designated Safeguarding Lead immediately. Staff should not assume that a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about sharing information or recording requirements, staff should discuss this with the Designated Safeguarding Lead. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children. Staff should assume that sexual harassment and online sexual abuse are happening in School, even when there are no specific reports, and put in place a whole-school approach to address them, for example the introduction of methods of enquiry of pupils as to their lived daily experiences, followed up with an appropriate response to the outcomes of those enquiries.
- 3.3 All staff should be prepared to identify children who may benefit from **early help**, that is, support as soon as a problem emerges. Such problems should be discussed in the first instance with the Designated Safeguarding

Lead. The early help process may also involve sharing information with other professionals and contributing to an early help assessment.

3.4 Any child may benefit from early help, but 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;
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour;
- Is frequently missing/goes missing from care or from home;
- Is misusing drugs or alcohol;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child;
- Has returned home to their family from care;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

3.5 If a child is in **immediate danger or at risk of harm**, this must be reported to the Designated Safeguarding Lead, who will make a referral to children's social care and/or the police. **In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to children's social care directly.** If a member of staff makes a referral independently, they must inform the Designated Safeguarding Lead as soon as possible thereafter. The school does not require parental consent for referral statutory agencies.

The school recognises the following statement from Keeping Children Safe in Education (2022), paragraph 119: The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children' This includes allowing a practitioner to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk..' as per Keeping Children Safe in Education (2021) paragraph 109.

3.6 **What is Child Abuse?**

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

The categories listed below are drawn from 'Keeping Children Safe in Education':

3.6.1 **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, or deliberately induces, illness in a child.

3.6.2 **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 from 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.

3.6.3 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

3.6.4 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, for example, 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.

Neglect also comes into play in the case of children who are repeatedly absent from School. The School follows the procedures set out in its 'Whole School Attendance Policy and Procedures' to monitor and act accordingly.

3.6.5 Child sexual exploitation (CSE), child criminal exploitation (CCE) and forms of so-called 'honour-based' abuse including female genital mutilation (FGM) are child abuse, and domestic abuse and attempts to draw children into violent extremism or serious violent crime should also be treated as safeguarding issues. As set out in The Serious Crime Act 2015, if a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher should personally report this to the police and discuss the case with the DSL, and involve children's social care where appropriate. The duty does not apply in relation to at risk or suspected cases. Information about Child Criminal Exploitation can be found in KCSIE (2023) page 37 – 39 and Annex B pages 140-142.

3.6.6 Sharing nudes and semi-nudes (previously known as 'sexting') is a child protection issue. Sharing nudes and semi-nudes (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams. Even if explicit material is sent or elicited without malicious intent the consequences are serious and put those involved at risk of serious harm. Having or sending explicit material on digital devices is also a criminal offence for those under 18. Pupils are taught about sharing nudes and semi-nudes as part of their internet safety education and this includes educating them about the sharing of nude or semi-nude images, videos or live streams. The School takes incidences of sharing nudes and semi-nudes extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police. In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020) and on

the Government Website. <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>. The school follows the guidance set out in KCSIE 2023 Part 5 which incorporates guidance previously covered in the separate guidance 'Sexual violence and sexual harassment between children in schools and colleges'. It sets out how schools and colleges should respond to reports of sexual violence and sexual harassment. Staff must ensure that they do not view, copy, print, share, store or save any illegal images of a child under any circumstances, even if they are attempting to provide help for the child. If a member of staff unintentionally views any images of this nature, they must inform the DSL immediately. In this instance the DSL would make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children, young people and adults and appropriate emotional support may be required.

3.6.7 Who are the abusers? Abusers might be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers; in short, an abuser could be anyone.

3.6.8 Child-on-child abuse:

All staff should be aware that children can abuse other children at any age (often referred to as child-on-child abuse) and that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of abuse and know how to identify it and respond to reports.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- consensual image sharing, especially between older children of the same age, may require a different response. It might not be abusive – but children still need to know it is illegal- whilst non-consensual is illegal and abusive. UKCIS provides detailed advice about sharing of nudes and semi-nude images and videos.

For further information about sexual violence see Part 5 and Annex B.

Staff should recognise it is more likely that girls will be victims and boys will be perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously, we have a zero-tolerance approach and recognise child-on-child abuse as abuse. Child-on-child abuse should always be recognised as abuse and never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children. All allegations or concerns of child-on-child abuse should be referred to the DSL,

The school recognises that child-on-child abuse can happen in any setting and so we have put in place preventative measures to educate our school community about child-on-child abuse and ensure our staff have the knowledge and skills to respond to allegations of child-on-child abuse. The school also recognises that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported; this is why the measures outlined in this

policy are key to ensuring pupils feels safe to come forward and report abuse, but also ensures pupils can recognise abusive behaviour in their own peer groups.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (December 2020).

The School seeks to minimise the risk of such abuse by ensuring that it is clear to all members of the school community that it is not tolerated, and by educating pupils as part of the PSHCEE and SRE programme about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language), and how to recognise, confidently report and respond to peer abuse. The School is aware of its responsibilities and works actively to maintain a culture which has zero tolerance towards negative behaviours and interactions such as misogyny, transphobia, sexual or racial abuse. This includes staff being aware of their duty to challenge abusive behaviours between children.

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

Any allegation of such abuse will be promptly and thoroughly investigated, recorded and treated according to its gravity. The threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding procedure is, subject to local specifics as in any other cases, when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the school's response will include referral to children's social care or the police. Victims, perpetrators and any other child affected will be supported within the pastoral care structure, taking account of their views and feelings, and support may include counselling where appropriate. All children involved will be treated as 'at risk'.

The school recognises:

- the importance of explaining to children that the law is in place to protect rather than criminalise them
- the importance of understanding intra-familial harms, and any necessary support for siblings following incidents
- the need for schools and colleges to be part of discussions with statutory safeguarding partners.

For specific policies and procedures please refer to our separate **'Whole School Child-on-child Abuse Policy'**.

Mental Health:

The school has a separate **'Whole School Mental Health Policy'**, and the Senior Mental Health Lead is Kath Heard. All staff are to be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff are made aware that attendance may be impacted by Mental Health.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding

concern, immediate action should be taken, following the '**Whole School Safeguarding and Child Protection Policy**' and '**Whole School Safeguarding and Child Protection Procedures**' and staff must speak to the DSL or a Deputy DSL.

The DfE has published advice and guidance on 'Preventing and Tackling Bullying' and 'Mental Health and Behaviour in Schools'. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people, including its guidance: 'Promoting Children and Young People's Emotional Health and Wellbeing'. Its resources include social media, forming positive relationships, smoking and alcohol. See [Rise Above](#) for links to all materials and lesson plans.

Contextual Safeguarding:

The school assesses the risks and issues in the wider community when consider the well-being and safety of its pupils. Safeguarding incidents and/or behaviours can be associated with factors outside the school and can occur between children outside the school. All staff should consider the context within which such incidents and/or behaviours occur. It is important to provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

3.7 Signs of abuse:

All School staff members should be aware of the signs of abuse, neglect and radicalisation so that they are able to identify cases of children who may be in need of help or protection.

The following may help staff to be aware of possible signs of abuse. There are further sources of information such as 'What to do if you're worried a child is being abused' and the NSPCC website. However, such lists are not exhaustive. If staff members are unsure they should always seek advice and report concerns even where signs/indicators are not present. Staff should also be alert to behaviours or circumstances that put children in danger, such as drug taking, alcohol abuse, self-harm, truanting, cyber bullying and sharing nudes and semi-nudes.

(There may be other signs of abuse specific to female genital mutilation, and to radicalisation of young people).

3.7.1 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.

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

3.7.2 Emotional Abuse:

- Excessive overreaction to mistakes
- Continual self-deprecation
- Excessive rocking, thumb sucking, hair twisting
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

3.7.3 Sexual Abuse:

- Sexual awareness inappropriate to child's age, including provocative sexual behaviour
- Self-harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

3.7.4 Neglect:

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

3.7.5 Additional information about specific forms of abuse and safeguarding issues

Children Absent From Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Being absent from school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2023) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who are absent from education (especially on repeat occasions) including giving special consideration to pupils who are missing or absent from education for prolonged periods and/or repeat occasions
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Child Criminal Exploitation (CCE) /County Lines:

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

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who are absent for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

County Lines' is:

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

See KCSIE (2023) for further information – Annex B.

Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Key to identifying potential involvement in county lines is missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. In cases like this, a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person, male or female, under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;

- As well as being physical can be facilitated and/or take place online;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females and young people or adults;

Information about Child Criminal Exploitation can be found in KCSIE (2023) Annex B

Domestic Abuse

In April 2021, the Domestic Abuse Act 2021 received Royal Assent and introduced a statutory definition for the first time.

Definition:

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

(The definition can be found here: <https://www.legislation.gov.uk/ukpga/2021/17/part/1/enacted>)

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

The impact of domestic abuse may include the potential short-term and long-term detrimental impact on children's health, wellbeing, and ability to learn if they are experiencing domestic abuse at home or within their own intimate relationships.

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

The National Domestic Abuse helpline can be called free of charge and in confidence, 24 hours a day on 0808 2000 247.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

Female genital mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

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 perpetrators use perceived cultural practices as a way to coerce a person into marriage.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), pages 32-36 of which focus on the role of schools and colleges. Staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email .

Since February 2023, it's been a crime to carry out any conduct whose purpose is to cause a child to marry before their 18th birthday, even if violence, threats or another form of coercion are not used. This applies to non-binding, unofficial 'marriages' as well as legal marriages (See KCSIE 2023 pages 155 and 156)

Preventing Radicalisation (The Prevent Duty)

As part of the Counter Terrorism and Security Act 2015, the school recognises we have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff are aware that children may be 'susceptible' to extremist ideology and radicalisation and are 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 susceptible or at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Additional support for PREVENT can be found in KCSIE Annex B- Page 149-151

Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. The school curriculum covers outdoor-safety and pupils are visited by local police staff at different points in their education.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#). The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. The school would refer parents and carers to this if necessary.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. Staff should be aware that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer).

Cyber-dependent crimes include;

- Unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- Denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- Making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the **Cyber Choices** programme. Additional advice can be found at: **Cyber Choices, 'NPCC- When to call the Police'** and **National Cyber Security Centre - NCSC.GOV.UK**

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include failure to pay school fees, household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

4. Designated Safeguarding Lead (DSL):

- 4.1 The School has appointed a Designated Safeguarding Lead and a number of Deputy DSLs to contact in their absence. The Designated Safeguarding Lead is a member of the School's Senior Leadership Team with the necessary status and authority to take lead responsibility for child protection matters (including online safety). This responsibility cannot be delegated. The School will ensure that the Designated Safeguarding Lead is given the time/cover, funding, training, resources and support to fulfil their role.

The Designated Safeguarding Lead will ensure that there is always cover for their role (including for any out of hours/out of term activities) and that arrangements for cover are communicated clearly to staff. The Deputy DSLs have the training, ability and knowledge to cover any Covid-19 related online safeguarding issues in the absence of the DSL.

The Designated Safeguarding Lead/Deputies will:

- 4.1.1 be responsible for ensuring that all cases of suspected or actual child protection concerns are dealt with in accordance with the guidance and regulations set out at paragraphs 1.1.2;
- 4.1.2 refer cases of suspected abuse or allegations to the local Social Services Department and/or the police in accordance with local safeguarding partner procedures, and work with other agencies in line with *Working Together to Safeguard Children*;
- 4.1.3 receive *Prevent* awareness training; provide advice and support, and make appropriate referrals through the *Channel* programme;
- 4.1.4 ensure that they are aware of the latest national and local guidance and requirements and will keep the Head, staff and volunteers informed as appropriate;
- 4.1.5 receive appropriate training in child protection matters and interagency working, to include both national and local bodies, at least every two years, and in addition to formal training, update their knowledge and skills at regular intervals and at least annually, in order to keep up with developments relevant to the role;
- 4.1.6 ensure that the Headmaster, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to: part-time staff, supply staff,

peripatetic staff, newly appointed staff, newly qualified staff, before/after school care staff, boarding staff, gap year students, volunteers, catering staff, cleaning staff and caretakers;

4.1.7 act as a source of advice and support within the School and co-ordinate action regarding referrals in relation to both children and allegations against staff.

4.1.8 - the DSL will ensure that child protection information is transferred to the pupil's new school

4.1.9 be responsible for all online safety in school including ensuring that they and all staff are aware of their responsibilities and understand their expectations, roles and responsibilities around **filtering and monitoring systems**.

4.2.0 liaise with the headteacher to inform him of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - PACE Code C 2019.

The DSL/ DDSL job description can be found in Appendix 1.

5. Responding to allegations of Abuse:

5.1 Children are more likely to be abused by someone they know and trust than by a stranger. Staff members are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always take action in the best interests of the child. Staff are reminded that children are not always ready or able to talk about their experiences of abuse and/or may not always recognise that they are being abused.

Staff should reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

5.2 Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism, and should respond in a supportive, calm manner, avoiding asking detailed questions. The role of the staff or volunteer is to listen, record and report; not to investigate. Staff and volunteers should take care to ensure that their behaviour and actions do not place pupils or themselves at risk of harm.

5.3 If a pupil reports abuse from another pupil(s) staff should follow the procedures in this section. All children involved, whether a potential perpetrator or victim, will be treated as being 'at risk'. The Designated Safeguarding Lead will liaise with local agencies in relation to handling any such cases which arise. A bullying incident will be regarded as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. See the '**Whole School Anti Bullying Policy and Procedures**'.

If the school receives an allegation relating to an incident where an individual or organisation was using our school premises for running an activity for children, the school will follow our safeguarding policies and procedures and inform the local authority designated officer (LADO), as it would with any safeguarding allegation.

5.4 Immediate Response:

If a disclosure is made, the member of staff or volunteer **should**:

- 5.4.1 allow the pace of the conversation to be dictated by the pupil;
- 5.4.2 ask open questions which encourage the pupil to talk such as “can you tell me what happened?”
- 5.4.3 accept what the pupil says and do not ask for further detail;
- 5.4.4 acknowledge how hard it was for them to tell you and show by voice tone and/or facial expression that you are taking their concerns seriously;
- 5.4.5 note carefully any clearly visible external signs of possible injury or neglect (but note paragraph 5.5.4 below);
- 5.4.6 reassure the pupil that they have done the right thing, that it is not their fault, and explain whom you will have to tell (the Headteacher or Designated Safeguarding Lead) and why.

5.5 The member of staff or volunteer should not:

- 5.5.1 burden the pupil with guilt by asking questions such as “why didn’t you tell me before?”
- 5.5.2 interrogate or pressure the pupil to provide information;
- 5.5.3 ask any potentially leading questions such as those that start with the words, how, what, when, where and why, as this may impact on any potential case brought to court;
- 5.5.4 undress the child or examine clothed parts of the child’s body in an attempt to determine the nature of any such injuries/neglect;
- 5.5.5 criticise the alleged perpetrator, this may be someone they love;
- 5.5.6 promise confidentiality (see paragraph 5.6 and 5.7);
- 5.5.7 make promises that they cannot keep such as “I’ll stay with you all the time” or “it will be alright now”;
- 5.5.8 put words in the child’s mouth (i.e. finish their sentences);
- 5.5.9 jump to conclusions or speculate about what happened or might have happened, or make accusations;
- 5.5.10 show an overly emotional reaction, such as expressing disgust, shock or disbelief;
- 5.5.11 attempt to investigate the allegations.

5.6 If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers **must not make promises about confidentiality**. Staff must tell the pupil sensitively that they have a responsibility to tell the named Designated Safeguarding Lead (or Headteacher for low-level concerns) so that the child can be helped to stay safe and feel better.

5.7 In every case, the member of staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent relating to information sharing and consent. If the pupil does not consent, the member of staff/volunteer should explain that they need to share the information with either the Headteacher or Designated Safeguarding Lead and reassure them that the information will **only be disclosed** to other people **who need to know**.

In the case of an allegation regarding sexual violence or sexual harassment, the designated safeguarding lead (or deputy), should consider the following:

- parents or carers should normally be informed (unless this would put the victim at greater risk)

- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases. Ultimately, the designated safeguarding lead (or a deputy) will have to balance the victim's wishes against their duty to protect the victim and other children. If the designated safeguarding lead (or a deputy) decide to go ahead and make a referral to local authority children's social care and/or a report to the police against the victim's wishes, this should be handled extremely carefully, the reasons should be explained to the victim and appropriate specialist support should be offered.

Additional information on confidentiality and information sharing is available at Safeguarding Practitioners Information Sharing Advice and NSPCC: Information sharing and confidentiality for practitioners.

5.8 The School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. The School has age appropriate systems in place for children to express their views and give feedback so that their wishes or feelings will be taken into account when determining what action to take and what services to provide. However, the child's wishes or feelings cannot override the duty to refer suspected abuse to children's social care or police.

5.9 The School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the School and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the School will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

The school recognises the impact abuse may have on any siblings and staff are made aware of the importance of understanding intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

5.10 All allegations involving staff or volunteers will be discussed immediately with the Local Authority Designated Officer (LADO¹¹) before any investigation takes place. In borderline cases, these discussions can be held without naming the individual. The same level of responsibility lies with the use of supply teachers from an agency.

Although the School is not the employer of supply teachers from an agency, the School takes its safeguarding responsibilities seriously and, in the rare circumstances where the School uses such staff from an agency, or supply staff are supplied via outsourced contractors e.g for catering, where an allegation is made against a supply teacher or contractor, the Headmaster will immediately contact both the agency concerned and the LADO.

The School will continue to support any investigation that is required. Under no circumstances will the School cease using supply staff from an agency due to safeguarding concerns without taking the required action incumbent upon it to fulfil its safeguarding responsibilities.

In any case of immediate risk or serious harm to children, the police shall be informed at the outset.

¹¹ Local Authority Designated Officer(s) for Child Protection. Each local authority should have designated a particular officer, or team of officers, to be involved in the management and oversight of allegations against people that work with children. The term 'LADO' in this Policy is used for convenience to designate these local authority designated officer(s) or other appropriate first point of contact for child protection concerns, whatever terminology individual local safeguarding partners may use.

5.11 Recording Information:

Staff/volunteers should:

5.11.1 make a record of the disclosure or concern, including the date, time, place and context, and what has actually been said (wherever possible using the child's exact words, even if they seem childish, rude or inappropriate), not assumption or interpretation. The time and location of any report of sexual violence or sexual harassment should be recorded clearly. Subsequent risk assessments will include any actions required to make the location safer.

5.11.2 clearly distinguish between fact, observation, allegation and opinion;

5.11.3 record any observed injuries and bruises;

5.11.4 note the non-verbal behaviour and the key words in the language used by the pupil (do not translate into "proper terms");

5.11.5 alert the Designated Safeguarding Lead or Headteacher;

5.11.6 appreciate that their records may be used in criminal proceedings or disciplinary investigations.

5.12 Reporting Concerns:

5.12.1 Any concerns about pupils must be discussed with the Designated Safeguarding Lead (or in their absence the Deputy Designated Safeguarding Lead) as soon as possible and at latest by the end of the school day. Where a concern is raised / allegation is made against a member of staff the Headteacher is the first point of contact.

5.12.2 Where the disclosure identifies a safeguarding issue, the Designated Safeguarding Lead will report the disclosure to the local Social Services Department within 24 hours. In the most serious cases, and if there is suspicion that a crime has been committed, the Designated Safeguarding Lead will contact the police.

5.12.3 The School's procedures differentiate between safeguarding children who have suffered significant harm and those who are in need of support from one or more agencies. In cases where a child is not suffering or at risk of suffering serious harm, but rather is in need of additional support, an inter-agency assessment will be undertaken to determine the most appropriate action.

5.12.4 Whilst the Designated Safeguarding Lead will usually decide whether to make a referral, **in exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, anyone can refer their concerns to children's social care directly** (see section 9 below). If a member of staff makes a referral independently, they must inform the Designated Safeguarding Lead as soon as possible thereafter.

5.12.5 **If, at any point, there is a risk of immediate serious harm to a child a referral should be made immediately. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.**

6 Allegations against Staff:

6.1 The school will follow procedures for handling allegations made against staff, supply staff, contractors and agency staff, and/or volunteers set out in KCSIE (2023) and the School's **Reporting Low Level Concerns Policy**. The guidance in KCSIE (Part Four) must be followed at Cranford School where it is alleged that anyone working in our school including supply teachers, contractors and agency staff, and volunteers has:

behaved in a way that has harmed a child, or may have harmed a child;

- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

The aim is to deal with any allegation quickly and in a fair and consistent way which provides effective protection for the child and at the same time provides appropriate support for the person who is the subject of the allegation.

The headmaster will decide whether allegations meet the harm threshold and will then contact the LADO concerning any allegations which meet the harms threshold. If the allegation is considered a low level concern, the **Reporting Low Level Concerns Policy** will be followed.

Procedures covering the two levels of concerns and allegations: 1. Concerns / allegations that may meet the harm threshold. 2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns' are detailed below:

1. Concerns / allegations that may meet the harm threshold.

6.2 Where a safeguarding-related allegation or cause for concern is made against any member of staff, supply staff, contractors and agency staff, or volunteer (including the Designated Safeguarding Lead), the matter should be reported immediately to the Head (unless the allegation relates to the Headmaster). The Headmaster should **not speak** to the member of staff who is the subject of the allegation at this point. In the absence of the Headmaster the allegation should be reported to the Chair of Governors or Safeguarding Governor. Where an allegation relates to a member of supply staff provided by an agency, the agency should be fully involved.

6.3 Where a safeguarding-related allegation or cause for concern is made against the Headmaster, the person receiving the allegation should immediately inform the Safeguarding Governor, Mrs Chris Ellis, and the Chair of Governors, Mr Stuart Wallis. The Headmaster should NOT be informed.

6.4 In all cases immediate contact should be made with the LADO to discuss the allegation. A decision as to how to proceed and eventually whether or not to suspend a member of staff or volunteer will be taken by the Head following consultation with the LADO (and, in the most serious cases, the police).

In borderline cases discussions with the LADO can be held informally and without naming the school or individual. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case, giving due weight to the views of the LADO, and guidance in 'Keeping Children Safe in Education' and 'Working Together to Safeguard Children'. The decision as to whether or not to suspend the Headmaster is taken by two Governors, normally the Chair of Governors and the Safeguarding Governor. (The LADO at OSCB would normally advise on this on a case-by-case basis).

6.5 In considering the available options, including redeployment of the member of staff or volunteer, the LADO and the Head will ensure that their primary concerns are the safety and wellbeing of the pupils, together with the need for a full and fair investigation which will be led by the LADO or the police.

6.6 As noted in para. 2.2.6 above, where we cease to use the services of any person (whether employed, contracted, a volunteer or student) or the person resigns or otherwise ceases to provide his or her services because it is considered that the person may be unsuitable to work with children, a referral will be made to

the DBS. In cases involving teaching staff, the School will also decide whether to refer the matter to the Teaching Regulation Agency (TRA) to consider prohibiting the individual from teaching.

- 6.7 Where required to do so, we will provide information requested by the DBS or TRA in respect of a member of staff or volunteer in accordance with our legal duty.
- 6.8 Communications with the School community about safeguarding-related allegations shall only be made following consultation with the LADO and any investigating authorities. There are restrictions on the reporting or publishing of allegations against teachers (which apply up to the point where the accused person is charged with a criminal offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case). Every effort will be made to maintain confidentiality and guard against unwanted publicity. The School will take legal advice and guidance from the OSCB on the statutory reporting restrictions on publication of details of allegations.
- 6.9 If there has been a substantiated allegation against a member of staff, the School will work with the LADO 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. Learning lessons will be a priority following all cases, not just those which are concluded and found to be substantiated.

- 6.10
2. Concerns / allegations that do not meet the harm threshold – referred to for the purposes of this guidance as 'low-level concerns'

Low Level Concerns About Staff Behaviour

The school has clear procedures for responding to reports of low-level concerns. Any concerns about the conduct of other adults in the school should be taken to the headteacher and concerns about the headteacher should go to the Chair of Governors. Further information can be found in our 'Reporting Low Level Concerns Policy'.

Concerns may come from various sources, for example, a suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. The headteacher has to decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral of an Allegation (as defined below) to the Local Authority Designated Officer (LADO).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child,
- or may have harmed a child
- and/or; possibly committed a criminal offence against or related to a child
- and/or; behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children;
- and/or; behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors.)

Allegations should be reported to the LADO 'without delay'. Before contacting the LADO, the school should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these

Low-level Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to: · being over friendly with children; · having favourites; · taking photographs of children on their mobile phone; · engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or, · using inappropriate sexualised, intimidating or offensive language.

If the concern has been raised via a third party, the headteacher should collect as much evidence as possible by speaking: · directly to the person who raised the concern, unless it has been raised anonymously; · to the individual involved and any witnesses. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified and the school should consult with their LADO if unsure whether low-level concerns shared about a member of staff meet the harm threshold.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Low-level concerns should be recorded in writing, including: · name* of individual sharing their concerns · details of the concern · context in which the concern arose · action taken (* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible).

- Records should include:
- A clear and comprehensive summary of the allegation;
- Details of how the allegation was followed up and resolved;
- A note of any action taken, and decisions reached and whether the outcome was substantiated, unsubstantiated or unfounded;
- A copy provided to the person concerned, where agreed by children's social care or the police;
- A declaration on whether the information will be referred to in any future reference.

Records must be kept confidential, held securely and comply with the Data Protection Act 2018. This information will be kept at least until the individual leaves our employment. Any substantiated allegations will be included in references, providing only factual information not opinions. Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. The School maintains a strong culture of evaluating lessons learned from any investigation into allegation against staff whether or not these were substantiated. If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO. The school will consider if any wider cultural issues have enabled the behaviour to occur and if any policies should be revised or extra training should be delivered to minimise the risk of recurrence.

7. Roles and Responsibilities:

7.1 The School has separate procedures which detail the roles and responsibilities of all staff, volunteers and governors in relation to safeguarding. Please refer to the '**Whole School Safeguarding and Child Protection Procedures**'. In summary, every member of staff and every volunteer who assists the School should:

- 7.1.1 protect pupils from abuse
- 7.1.2 follow the School's safeguarding policy and procedures, and read sections of *Keeping Children Safe in Education* appropriate to their role, including subsequent updates to this guidance

- 7.1.3 know how to access and implement the procedures
- 7.1.4 know the identity of the School's Designated Safeguarding Lead and who to speak to in the absence of the Designated Safeguarding Lead, i.e. one of the Deputy Safeguarding Leads
- 7.1.5 report all safeguarding concerns to the Designated Safeguarding Lead (subject to paragraphs 5.12.4, 6.2 and 6.3 of this Policy). As per paragraph 6.10 low-level concerns are to be reported to the Headteacher in the first instance
- 7.1.6 keep a record of any safeguarding concern, conversation or incident (in accordance with paragraphs 3.2 and 5.11 of this Policy)
- 7.1.7 undertake appropriate training as detailed in 2.2.2 above.

8. Referring Concerns to Social Services:

- 8.1 The decision to make a referral is a serious matter and requires careful judgement. Such decisions should usually only be taken by the Headmaster or by the Designated Safeguarding Lead, who will liaise with the Headmaster as appropriate, following consultation with Social Services. In cases of serious harm, an immediate risk of harm to a child, if a crime may have been committed, or if the situation is an emergency, the police will be informed from the outset. However, anyone can refer their concerns to children's social care directly (see section 9 below).
- 8.2 Advice to determine the nature of any discussions to have with parents should be sought from Social Services in advance of making a referral. Advice can also be obtained by the Headmaster/DSL from the OSCB and/or from the School's legal advisors.
- 8.3 Parental consent is not a requirement for referrals to statutory agencies. However, schools should aim to gain consent of individuals or their parents, depending on age and the circumstances, to share information about them with Social Services and other agencies. Schools should be mindful of situations where to do so would place a child at increased risk of harm. Schools may share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a school will gain consent, or if to gain consent would place a child at risk.
- 8.4 In the case of concerns about a pupil being at risk of radicalisation, school staff should follow safeguarding guidelines by reporting to the Designated Safeguarding Lead. This may lead to a referral through the *Channel* programme.
- 8.5 In accordance with paragraph 5.12.2 of this Policy, where the disclosure relates to actual abuse or the suspicion of abuse, the Designated Safeguarding Lead will report the disclosure to Social Services within 24 hours.
- 8.6 In the event of the School making a referral to Social Services, they should agree with the recipient of the referral what exactly the child and parents will be told, by whom and when. The Designated Safeguarding Lead should ask to be kept informed of the timing of the strategy discussion between Social Services and the police, which will decide whether and how to investigate. The Designated Safeguarding Lead should be prepared to contribute to the strategy discussion.
- 8.7 The local authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome. The referrer should follow up if this information is not forthcoming. A record of each contact with Social Services, including the name of the officer with whom the School has spoken, and the date and time of the call, should be kept. If after a referral the child's situation does not appear to be improving, the referrer should consider following local escalation procedures.

9. Duty to Report Concerns about the Management of Safeguarding:

- 9.1 The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime, and feel confident that such concerns will be taken seriously by the senior leadership team. The duty to report concerns about the management of safeguarding is part of the **'Staff Code of Conduct'**, and will also be reflected in staff training.
- 9.2 Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.
- 9.3 The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Headmaster. In cases where the concerns relate to the actions of the Headmaster, to the Safeguarding Governor.
- 9.4 However, where someone reasonably believes these reporting routes to be inappropriate, or has reported concerns and no action has been taken, they should contact the Safeguarding Governor, refer their concerns to children's social care directly, or use the NSPCC whistleblowing helpline (see section 11 below for contact details).

10. Monitoring and Review:

- 10.1 The working of this Policy will be monitored locally by the Designated Safeguarding Lead in the School who will report as required to the Headmaster.
- 10.2 The Governors undertake an annual audit visit and other periodic checks in order to monitor the effectiveness of the School's implementation of these policies and procedures, together with a review of the safeguarding incidents that have arisen and how they were managed.
- The annual review will be reported back to the full governing body, which will monitor compliance.
- 10.3 A member of the Governing Body, Mrs Chris Ellis, is nominated as 'Safeguarding Lead' to take leadership responsibility for safeguarding at organisational level, delegating where appropriate to members of the Senior Management Team. The Health and Safety Committee will also consider the processes in place for promoting the welfare of pupils.
- The governors regularly review the effectiveness of school filters and monitoring systems. They ensure that the leadership team and relevant staff are:
- aware of and understand the systems in place
 - manage them effectively
 - know how to escalate concerns when identified.
- The DSL produces a filters and monitoring report and shares with governors half termly. This is shared as pre-reading and the DSL talks through it the governor meeting and answers any questions. It is also checked at the same time as the Safeguarding Governor SCR review ahead of FGB.
- The Governing body ensure online safety is a running and interrelated theme whilst devising and implementing their whole school approach to safeguarding and related policies and procedures.
- 10.4 The School acknowledges its overall responsibility in ensuring that this Policy is effective in its implementation and meets all current regulatory requirements. An annual review of this Policy and associated procedures, and the efficiency with which associated duties have been discharged, will be undertaken so that any deficiencies or weaknesses can be remedied without delay.

10.5 This policy was last reviewed and updated in September 2023 and will be reviewed again in the event of any significant changes or by September 2024 at the latest. The School's most recent Safeguarding Audit visit took place on 21 March 2023.

11. Site Security

11.1. All staff members have a responsibility to ensure our buildings and grounds are safe, this includes ensuring the safety of any visitors into school.

11.2. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

12. Multi-Agency Contacts:

Please ensure that you follow the guidance in Part 5 of this document regarding reporting concerns. Although referrals can be made to children's social care independently, the School would encourage reporting first to the DSL as they have oversight of any previous concerns regarding the pupils in our care and can view the whole 'picture'.

**** The information following and up to page 35 of this document is taken directly from the OSCB website ****

'What to do if you think a child is at risk of abuse or neglect:

Immediate Danger:

If you think a child is in immediate danger, call the police on **999**.

Immediate Concern:

The Multi-Agency Safeguarding Hub (MASH) is the front door to Children's Social Care for all child protection and immediate safeguarding concerns. If there is an immediate safeguarding concern where a child is deemed at risk or has potentially suffered significant harm, the MASH team should be contacted immediately.

For example:

- Allegations/concerns that the child has been sexually/physically abused.
- Concerns that the child is suffering from severe neglect or other severe health risks.
- Concern that a child is living in or will be returned to a situation that may place him/her at immediate risk.
- The child is frightened to return home.
- The child has been abandoned or parent is absent.

If you have a concern about a child, please call MASH on **0345 050 7666** during office hours (8.30 am – 5.00 pm, Monday to Thursday, 8.30 am – 4.00 pm, Friday.)

Outside office hours call the Emergency Duty Team on **0800 833 408**.

[Find out more about the Multi-Agency Safeguarding Hub \(MASH\) and referral process.](#)

If you think a child or young person is being sexually exploited:

Immediate danger

If you think a child is in immediate danger, call the police on **999**.

Immediate concern

If you have a concern about a child, please call MASH on **0345 050 7666**.

Concerns or allegations about a professional working with children:

If you are a practitioner and have concerns about another practitioner or volunteer who works with children, or you need to report them, you will need to contact the [Local Authority Designated Officer](#) (LADO) on **01865 815956**.

A LADO covers all settings where people work with children e.g. football clubs, church groups, child minders. They should be made aware of all cases in which 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;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

A 'No Names Consultation' should not be used for the above scenarios.

Oxfordshire LADO is Jo Lloyd. She can be contacted:

Mobile- 07584 581180

Email: lado.safeguardingchildren@oxfordshire.gov.uk

The LADO Team also consists of Assistant Designated Officers Donna Crozier, Sandra Barratt and Lorna Berry. Education Safeguarding Advisor, Becky Langstone – Their contact details are:

- Donna Crozier - Assistant Designated Officer
Tel: 01865 816382
Mobile: 07901 331799
donna.crozier@oxfordshire.gov.uk
- Sandra Barratt - Assistant Designated Officer
Tel: 01865 323457
Mobile: 07785 453264
sandra.barratt@oxfordshire.gov.uk
- Lorna Berry - Assistant LADO
Tel: 01865 895955
Mobile: 07912 474375
lorna.berry@oxfordshire.gov.uk
- Becky Langstone, Education Safeguarding Advisor,

lado.safeguardingchildren@oxfordshire.gov.uk

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- If you cannot contact one of the above contact the Safeguarding Team on 01865 810603 or email the LADO team: lado.safeguardingchildren@oxfordshire.gov.uk

The Team Contact number is 01865 810603.

The Oxfordshire MASH referral Form (MASH Enquiry online referral form) may be used by professionals only to refer children to social services. This is located on the Multi-Agency Toolkit areas of the OSCB website – the link is here [Children's social care request for service form | Oxfordshire County Council](#) Or you can email a report to MASH on the secure email: mash-childrens@oxfordshire.gov.uk

Early Help – Locality and Community Support Service:

The Locality and Community Support Service (LCSS) has been created as part of Oxfordshire County Council's, Children's Services Integration Programme to support partner agencies across Oxfordshire. It is a practitioner facing service (including community/voluntary sector).

- [Partner's Guide to the Oxfordshire Locality Community Support Service \(LCSS\)](#)
- [Early Help Strategy and Work-plan 2019](#)

NB: For Early Help Assessment forms and supporting documents, Team around the Family, chronologies, etc. see [Multi-Agency Toolkit](#)

Contact Details:

Name:	Contact:
LCSS North	Tel: 0345 2412703
LCSS Central	Tel: 0345 2412705
LCSS South	Tel: 0345 2412608
Opening Hours: 8.30 am – 5.00 pm (Mon – Thurs) 8.30 am – 4.00 pm (Fri)	

	Address:	Email:
Name:		
LCSS North	Samuelson House, Tramway Rd, Banbury OX16 5AU	LCSS.North@oxfordshire.gov.uk
LCSS Central	Knights Court, Between Towns Road, Cowley, Oxford, OX4 3LX	LCSS.Central@oxfordshire.gov.uk
LCSS South	Abbey House, Abbey Close, Abingdon, Oxon, OX14 3JD	LCSS.South@oxfordshire.gov.uk

Find your LCSS Link Worker:

Schools, nurseries, surgeries and voluntary groups all have a named LCSS Link Worker assigned to them. They provide a point of contact for discussions, concerns, information and guidance. They work with other groups and organisations in your local area. They can alert you to concerns and help you find local support.

You can find your organisation by checking the lists below. If your organisation is not yet included, contact your area office to be assigned a link worker.

- [North LCSS Link Workers](#)
- [Central LCSS Link Workers](#)
- [South LCSS Link Workers](#)

When to contact LCSS:

You should contact the Locality Community Support Service if you:

- Have emerging concerns for a child that do not require an immediate safeguarding response
- Need support or guidance with an Early Help Assessment or TAF
- Wish to complete a 'No Names Consultation'.

Practitioners should:

- Discuss their concerns with the family
- Gain advice from LCSS ideally with family's knowledge
- If you wish to discuss a concern without a family's consent you can gain advice via a 'No Names Consultation' only
- Refer to the Threshold of Needs Matrix before calling

If LCSS are supporting you with a family and immediate safeguarding concerns arise, you must still call the MASH immediately on **0345 050 7666**

Community Around the School Offer (CASO):

These documents set out the Community Around the School Offer to educational settings within Oxfordshire.

The LCSS, School Health Nurses, CAMHS and additional partner agencies are working closely together to avoid duplication and to ensure schools know who to contact and when.

This offer pulls together the resources already available to your schools within the local community, with LCSS leading on the co-ordination of any Community around your Schools meeting as and when required.

Should you require a CASO then please contact your local area LCSS team who can connect you to your link worker.

- **To report concerns about child radicalisation:**

The Government has defined extremism as: *"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. We also include in our definition of extremism calls for the death of members of our armed forces". This could also be in regards to a far-right movement such as the English Defence League (EDL), and animal rights activists, such as the Animal Liberation Front (ALF) or in regards to religious extremism, such as the Islamic State (IS).*

To report concerns, contact the Multi-Agency Safeguarding Hub, (MASH): 0345 050 7666.'

Other Useful Contacts:

- Police: Child Abuse Investigation Unit: 01865 335200
- Prevent/Channel Contact: preventreferrals@thamesvalley.pnn.police.uk, MASH: 0345 050 7666, DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk
- Non-emergency Police: 101
- Disclosure and Barring Service (DBS): 0870 909 0811 and customerservices@db.s.gsi.gov.uk
- NSPCC Whistleblowing Helpline: 0800 028 0285 or 0808 800 500 (8.00 am – 8.00 pm, Monday to Friday), help@nspcc.org.uk, <https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/> or write to National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain Road, London, EC2A 3NH
- General guidance on whistleblowing: NSPCC Inform: <http://www.nspcc.org.uk/services-and-resources>
- Help for adults concerned about a child: 0808 800 5000
- Help for children and young people: ChildLine: 0800 1111

Useful resources

The following resources, plus many more listed in Annex B, may also help schools and colleges understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools
- UK Council for Internet Safety (UKCIS)37 guidance: Education for a connected world
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people
- The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Every Mind Matters
- Harmful online challenges and online hoaxes - this includes advice on preparing for any online challenges and hoaxes, sharing information with parents and carers and where to get help and support.

Appendix 1

DSL and Deputy DSL Job Description

Role	Designated Safeguarding Lead/ Deputy Designated Safeguarding Lead
Job Purpose	<p>To take the lead in ensuring that appropriate arrangements for keeping children and young people safe are at Cranford School. To promote the safety and welfare of children and young people involved in activities at all times.</p> <p>To Take a lead role in implementing Cranford School's safeguarding and child protection policies and procedures: ensuring all safeguarding and child protection issues concerning children and young people who take part in activities at Cranford School Responded to appropriately.</p> <p>Both the DSL and Deputy DSL are responsible for the following duties.</p>
Accountable to	Head and Governing Body
Accountabilities	
Responsibilities	<ul style="list-style-type: none"> • Make sure that everyone working or volunteering with or for children and young people at Cranford School, including staff, volunteers, external providers, the Governing Body and parents understand the safeguarding and child protection policy and procedures and knows what to do if they have concerns about a child's welfare. • Make sure children and young people who are involved in activities at Cranford School and their parents know who they can talk to if they have a welfare concern and understand what action the organisation will take in response. • Receive and record information from anyone who has concerns about a child. • Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with Cranford School may present a risk to children or young people, this includes: assessing and clarifying the information, making referrals to statutory organisations as appropriate, consulting with and informing the relevant members of the organisation's management and following the School's safeguarding policy and procedures. • Liaise with, pass on information to and receive information from statutory child protection agencies such as: the local authority child protection services and the police. This includes making formal referrals to agencies when necessary. • Store and retain child protection records according to legal requirements and the organisation's safeguarding and child protection policy and procedures. • Work closely with SLT and the Governing Body to ensure they are kept up to date with safeguarding issues and are fully informed of

	<p>any concerns about organisational safeguarding and child protection practice.</p> <ul style="list-style-type: none"> • Report regularly to the SLT and the Governing Body on issues relating to safeguarding and child protection, to ensure that child protection is seen as an ongoing priority issue and that safeguarding and child protection requirements are being followed at all levels of the organisation. • Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies. • Be familiar with issues relating to child protection and abuse, and keep up to date with new developments in this area. • Attend regular training in issues relevant to child protection and share knowledge from that training with everyone who works or volunteers with or for children and young people at Cranford School. • Develop a working and up to date knowledge of Safeguarding legislation, practices and procedures and update all relevant policies, practices, procedures and staff accordingly. • Fulfil the broad areas of responsibility for the DSL as set out in Annex B in KCSIE including managing referrals, training and raising awareness, as well as being up to date with OSCB's approach to Prevent duties. • Ensure that each member of staff, volunteers, external providers and the Governing Body have access to, and understands the School's safeguarding policy and procedures and has access to training opportunities and yearly training updates. • Recognise how to identify signs of abuse and identify a child who may require support and seek advice from the LADO in all cases of suspected abuse or allegations which should be referred to the relevant investigating agencies. • Act as a source of support, advice and expertise within the School when deciding whether to make a referral, when liaising with relevant agencies such as social services, the police and the NSPCC, and when liaising with the Head and the designated Governor responsible for safeguarding. • Keep detailed, accurate and secure written records of referrals and concerns relating to safeguarding children and, where a pupil leaves CHS, the DSL will ensure their child protection file is copied for their new school as soon as possible, but is transferred securely and separately from the main pupil file. • Ensure relevant cross-references are made to other School policies relating to safeguarding children e.g. bullying, health and safety and accessibility. • Ensure that a member of the safeguarding team is available for a face to face meeting during school hours, and appropriate contact is available during out of house and school holidays. • Oversee the production of a care list by Heads of Department each term in consultation with all relevant parties. • Ensure parents and prospective parents are able to see copies of the School's safeguarding Policy, which alerts them to the fact that referrals may be made to outside agencies without necessarily requiring their consent.
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	<ul style="list-style-type: none"> • Liaise with Heads of Extra-Curricular, and Heads of Department particularly where such activities require on-on-one contact with pupils. • Take responsibility for online safety, with the support of the School's IT Department. • Liaise with the Head's PA regarding DBS legislation and its impact on School processes. • Provide advice to staff organising an activity which uses outside agencies off site. • Maintain the child protection files separately from Pupils' academic files. • Have a working knowledge of how the OSCB and inter-agency operates; implementing procedures where necessary, including the "common assessment framework" and the "Early Help Assessment" approaches. • Establish and maintain good working relationships with outside bodies such as OSCB and the police. • Keep up to date with changes in safeguarding structural arrangements as set out in Working Together to Safeguarding Children (2018). • Ensure signed confirmation of reading and understanding of CHS safeguarding policy. • take the lead and responsibility for understanding the filtering and monitoring systems and processes in place as part of their role • Ensure that all staff understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training. •
Review and Amendment	This job description should be seen as enabling rather than restrictive and will be subject to regular review.