



Whole School Safeguarding and Child Protection Policy January 2021

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

Review due: September 2021: Headmaster, Deputy Head (Junior School)/DSL and Governors

This Policy should be read in conjunction with 'Keeping Children Safe in Education' ('KCSIE', September 2020) 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 Compliance 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 Compliance section of the Whole School Staff Team area on Microsoft Teams)
- 'Induction of New Staff Policy and Procedures for NQTs'
- 'Electronic Communication and Internet Policy Statement'
- 'Whole School Preventing Radicalisation Policy (Including EYFS)'
- 'Whole School Lettings and Premises Hire Policy and Procedures'
- 'Whole School Visiting Speakers' Policy and Procedures'
- 'IT Code of Conduct for Pupils'
- 'Policy on Pupils' Use of IT, Smartphones and Other Digital Devices'
- 'Whole School Policy for Personal, Social, Health, Citizenship and Economic Education' (PSHCEE)
- '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 and Procedures'
- '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 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 Alison Stewart (Deputy Head – Junior School): ext. 224:
astewart@cranfordhouse.net

Deputy Designated Safeguarding Leads:

- Dr James Raymond (Headmaster): ext. 203: jraymond@cranfordhouse.net
- Mrs Melanie Parfitt (Matron): ext. 209: mparfitt@cranfordhouse.net
- Mrs Christine Shephard (Matron): ext. 209: cshephard@cranfordhouse.net
- Mrs Megan Carter (Deputy Head - Pastoral): ext. 234:
mcarter@cranfordhouse.net
- Mrs Kath Heard (Head of Year 7 and Head of Pupil Well-being):
kheard@cranfordhouse.net
- The Designated Lead for EYFS and Nursery is Mrs Kim Knight (Head of EYFS): tel. 01491 651404: kknight@cranfordhouse.net
- Mrs Lucy Hayne (Deputy Head Nursery): tel. 01491 651404:
lhayne@cranfordhouse.net
- Mrs Kay Raymond (EYFS Teacher – Reception): ext. 261:
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Member of the Governing Body with Responsibility for Safeguarding and Prevent:

Mrs Amanda Page (Safeguarding/Prevent Governor): safeguarding@cranfordhouse.net

1. Policy Statement:

1.1 Safeguarding and Child Protection Policy

1.1.1 Cranford House (“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 2020);
- Non-statutory interim supplements to KCSIE: ‘Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and ‘Safeguarding and remote education during coronavirus (COVID-19)’;
- When to call the police, non-statutory guidance from the National Police Chiefs’ Council;

- Oxfordshire Multi-Agency Safeguarding Arrangements for Children (May 2019);
- Education (Independent Schools Standards) (England) Regulations 2014 (as amended from time to time);
- 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’ (July 2018, updated February 2019). (A guide to inter-agency working to safeguard and promote the welfare of children);
- ‘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 2020);
- ‘Teacher Misconduct – Disciplinary Procedures’ (April 2018) and ‘Teacher Misconduct – Regulating the Teaching Profession’ (September 2018);
- ‘Guidance on Safer Working Practices’ (May 2019) (Safer Recruitment Consortium);
- ‘Use of Reasonable Force in Schools’ (July 2017);
- ‘Information Commissioner’s Office Data Sharing Code of Practice’ (May 2011, currently being updated);
- ‘Preventing and Tackling Bullying’ (July 2017) (DfE);
- Childcare (Disqualification) Regulations (September 2018);
- ‘Prevent Duty Guidance: For England and Wales’ (July 2015, revised April 2019) (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);
- Voyeurism (Offences) Act 2019.

- 1.1.3 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.
- 1.1.4 This Policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Oxfordshire’s Local Safeguarding Children Board (LSCB)/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.
- 1.1.5 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.

- 1.1.6 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.
- 1.1.7 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 programme and other means of sharing information appropriate to their age and understanding, within a broad and balanced curriculum.

1.2 **Creating a Culture of Safeguarding:**

- 1.2.1 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) 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 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).
- 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 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.

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;
- Promote safe practice and challenge poor and unsafe practice;
- Protect students and staff from online risks; these include online safety education and training, policies and procedures governing the use of IT, and procedures to manage any incidents that occur;
- 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;
- 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).

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 and Computing and IT lessons.

1.2.8 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:**

1.4.1 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 and in para 11.1 below.

1.4.2 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: that is, that images of pupils may not be stored on personal devices. Any images taken on personal devices will be transferred to School systems as soon as reasonably possible and the personal copy permanently removed.

1.4.3 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).

1.5 **Children with Special Educational Needs and Disabilities:**

Children with special educational needs and disabilities (SEN/D) can face additional safeguarding challenges, including particular vulnerability to peer-on-peer 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 to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
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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.

1.6 **Looked After Children 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.

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. 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.

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**' and '**Whistleblowing Policy and Procedures for Staff**');
- Part I and Annex A 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 go missing 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.

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 B of 'Keeping Children Safe in Education').

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 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).

2.2.5 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 dbsdispatch@dbs.gsi.gov.uk).

2.2.6 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.

2.2.7 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.

2.2.8 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 11.3 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 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.

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.

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. Children may be abused in a family or in an institution 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 another child or children. Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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 children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 3.6.3 **Sexual abuse** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities such as involving children in looking at or 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 in education.

- 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); 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 missing 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' violence 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. 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 must report this to the police.

3.6.6 Sexting is a child protection issue. 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 sexting as part of their internet safety education. The School takes incidences of sexting extremely seriously, and deals with them in accordance with child protection procedures, including reporting to the police.

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 **Peer on peer abuse:** all staff should also recognise that children are capable of abusing their peers. This is most likely to include, but is not limited to:

- bullying (including cyber bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All peer on peer abuse is unacceptable and will be taken seriously. Peer on peer abuse should be recognised as abuse and never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

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 programme about healthy and respectful relationships, the wider societal factors (such as sexist stereotypes and language), and how to recognise, report and respond to peer abuse.

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'.

Mental Health:

All staff should 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.

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:

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 sexting.

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

3.7.1 Physical Abuse:

- 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 Missing Children:

A child going missing from an education setting is a potential indicator of abuse and neglect. Staff should treat prolonged or repeated absence, or particular patterns of absence, with no satisfactory explanation, as a potential safeguarding issue and take action accordingly.

3.7.6 Criminal Exploitation of Children/County Lines:

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 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 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;

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 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.

5. Responding to Disclosures 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.

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**'.

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 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 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 the Designated Safeguarding Lead and reassure them that the information will **only be disclosed** to other people **who need to know**.
- 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.

- 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, where an allegation is made against a supply teacher, 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.

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.
- 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;
- 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.

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.

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.

5.12.3 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 Schools must follow the procedures for handling allegations made against staff and/or volunteers set out in Part 4 of 'Keeping Children Safe in Education'. 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.
- 6.2 Where a safeguarding-related allegation or cause for concern is made against any member of 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.
- 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 Amanda Page, and the Chair of Governors, Mrs Scott-Ely. 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.

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. 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)
 - 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, or if a crime may have been committed, 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.
- 10.3 The annual review will be reported back to the full governing body, which will monitor compliance. A member of the Governing Body, Mrs Amanda Page, 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.
- 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 on in September 2020 and will be reviewed again in the event of any significant changes or by September 2021 at the latest. The School's most recent Safeguarding Audit visit took place on 19 February 2019 (interim audit conducted by the Safeguarding Governor on 10 November 2020 via Teams during Covid-19 restrictions).

11. 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 25 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:

Contact **the Kingfisher Team on 01865 309196**. If you think a child is at immediate risk call **999**.

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.

The Designated Officer (LADO) for OSCB is Alison Beasley

Assistant Designated Officers (LADOs) are:

- Charlotte Allen
- Sandra Barratt
- Donna Crozier and
- Hannah Holland (Thursday and Friday only).

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. 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	<u>LCSS.North@oxfordshire.gov.uk</u>
LCSS Central	Knights Court, Between Towns Road, Cowley, Oxford, OX4 3LX	<u>LCSS.Central@oxfordshire.gov.uk</u>
LCSS South	Abbey House, Abbey Close, Abingdon, Oxon, OX14 3JD	<u>LCSS.South@oxfordshire.gov.uk</u>

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.

- [Oxfordshire Community Around the School Offer Central](#)
- [Oxfordshire Community Around the School Offer North](#)
- [Oxfordshire Community Around the School Offer South](#)

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: Jo Physick (Oxfordshire Prevent Co-ordinator): 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 (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

12. Covid-19 Annex – January 2021

Cranford House is committed to safeguarding and promoting the welfare of children. This commitment remains the same during the COVID-19 pandemic.

Whether the school is open to all pupils, partially open or closed with Guided Home Learning in operation, the principles and practices of the statutory guidance Keeping Children Safe in Education, the school’s Safeguarding and Child Protection Policy and the Cranford House Safeguarding Procedures (including the Code of Conduct) will continue to apply.

In order to ensure the safety and welfare of children, the school will also adhere to the latest DfE guidance, together with other relevant guidance and advice as this is published and updated.

In practice, the following procedures will apply:

Designated Safeguarding Lead (DSL):

There will always be either the DSL or a nominated Deputy DSL available, either on site or contactable by phone or online video. Where a DSL or Deputy is not on site a senior leader will take responsibility for safeguarding on site if the School is open. Deputy DSLs have the knowledge and ability to cover any Covid-19 related online safeguarding issues in the absence of the DSL.

The name and contact details of the 'duty' DSL will be shared with staff via the headmaster's daily Staff Teams message prior to the start of each working day.

Pupils or parents with a safeguarding concern should email Mrs Stewart (astewart@cranfordhouse.net) who will respond to any concerns within 24 hours during term time or forward the concern to the 'duty' DSL or Deputy DSL.

Vulnerable Children:

The School will continue to work with and support children's social workers and local authority virtual school heads to help protect vulnerable children. This will include liaising with relevant providers and ensuring that vulnerable children and those on the edge of receiving social care support can attend school where appropriate and can access additional pastoral support if they are unable to attend school.

If instructed to close on public health advice, the school will contact the local authority to discuss alternative arrangements for vulnerable children.

Pupils and Staff on-site:

The school will ensure that the School site will continue to be a safe place for children and staff:

Safeguarding will be a key consideration of all risk assessments carried out.

The School will continue to use relevant guidance published by the Government, Public Health England and the Health and Safety Executive to inform arrangements and decision making to ensure the school remains safe for pupils and staff.

Appropriate staff will always be on site to maximise safety, and the School will maintain a record of all staff/volunteers on site on any given day. Everyone on site will know how to contact the DSL(s), deputy DSL(s) and First Aiders. The school will maintain a record of all staff/volunteers on site on any given day

Attendance:

The school acknowledges that attendance issues may be an indicator of safeguarding concerns.

Pupils, both on-site and learning remotely, will be registered and the School will follow up on any absence. Where a vulnerable child does not attend, the School will also notify their social worker, where applicable. No one with Covid-19 symptoms should come into School for any reason.

Remote Online Learning:

The School will provide a safe environment for online learning. All pupils and staff must remind themselves of and adhere strictly to the 'Acceptable Use Agreements' and Online Safety Policy, Guided Home Learning Policy including any Covid-19 extensions to these policies.

Pastoral Support:

The school recognises that school can be a protective factor for children and young people, and that the current circumstances could affect the mental health of pupils and their parents. Staff will be in regular contact with pupils and will continue to be vigilant for signs of safeguarding risk or emotional distress. During the Covid-19 pandemic there will be a particular focus on ensuring Pastoral support for all pupils remains at the forefront of the schools planning and provision. The school's provision will provide pupils with support to help them to respond to issues linked to coronavirus, improve their mental and physical health, and maintain social connections.

Safeguarding concerns should be reported to the DSL as outlined above. Staff are reminded of the need to report any concern immediately and without delay. The revised statutory guidance Keeping Children Safe in Education 2020 highlights the fact that mental health problems can be an indicator of a safeguarding concern. Where a pupil is known to the school or newly identified as being in need, the DSL will ensure that a communication and support plan is in place for that child. This may include email, phone or online video contact. The plan will be reviewed regularly and should concerns arise the DSL will consider any referrals as appropriate.

Pastoral concerns will be addressed initially by the class teacher or tutor, who may involve the pastoral team or School Matron depending on the nature of the issue.

All safeguarding will be logged on MyConcern in the usual manner. All pastoral concerns will be logged on Teams in the usual manner. Relevant information will be shared appropriately so that all relevant staff are aware of the support needs or child protection issues of the children in their care.

Pupils or parents with a pastoral concern should contact their Class Teacher in the Junior School or Form tutor/ Head of Year in the Senior School, via email, in the first instance.

Where a pupil is already known to the School as being in need or is in receipt of pastoral-type support in School, the DSL will ensure that a communication and support plan is in place for that child to ensure pastoral support remains in place and pastoral records remain up to date. This may include email, phone or online video contact. The plan will be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

Where children move between schools, welfare and child protection information will be shared as required.

Working in Partnership:

The school continue to work closely with our local safeguarding partners and other local agencies.