Elstree School

Including all of the Pre-Prep Department and Early Years Foundation Stage

Safeguarding Policy
(Please note that this policy can also be found on the school website)

Person responsible for Policy: SLMA   Responsible Governor: Emma McGrath
Date of last revision: March 2018
Date to be revised: December 2018

Elstree School is a Company Limited by Guarantee No 690450 (England)

This policy has been written by colleagues with safeguarding experience and overseen by the Safeguarding Governor and Chair of Governors:

Signed:

James Sunley, *Chairman of Governors*   *Date:*

Signed:

Emma McGrath, *Safeguarding Governor:*   *Date:*

Signed:

Sarah Attwood, *Designated Safeguarding Lead*   *Date:*

1. Key Contacts

Key Contact list for Safeguarding in Elstree School		
Name	Telephone contact	Email
Sarah Attwood **DSL, Head of LDD, SMT**	0118 9710612 0118 9714680 (H)	slattwood@elstreeschool.org.uk
Deputy Designated Persons: Sid Inglis **Headmaster** Simon Attwood **Deputy Headmaster** Kay Markides **Head of Home Farm (Pre Prep)** **(Responsible for EYFS)** Maria Williams **(boarding Houseparent)**	0118 9710645 (H) 0118 9710640 0118 9713296 0118 9710602	singlis@elstreeschool.org.uk sattwood@elstreeschool.org.uk kmarkides@elstreeschool.org.uk mwilliams@elstreeschool.org.uk
Emma McGrath **Safeguarding Governor**	0118 9713302	Via school office

Key contacts within the Local Authority			
	Name	Address	Telephone contact / Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker child@westberks.gov.uk		Professionals only contact: **01635 503190** Parents only Contact: **01635 503090** or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535
Prevent Officer Thames Valley Police	Jo Physick	Reading Police Station	01189 536349 07768 711826 jo.physick@thamesvalley.pnn.police.uk
Principal Education Psychologist and PREVENT Lead, Education	Cathy Burnham	Council Offices	01635 519014 cburnham@westberks.gov.uk
Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, LADO	Karen Pottinger	Council Offices	01635 503190 kpottinger@westberks.gov.uk
Education Welfare & Safeguarding Officer	Wendy Lunt	Council Offices	01189 167770 wlunt@westberks.gov.uk
Service Manager Children	Juliet Penley	Council Offices	01635 503190 jpenley@westberks.gov.uk
Local Authority Designated Officer (LADO) **Contact can be made via CAAS**	Debi Miles	Council Offices	01635 503153 cpadmin@westberks.gov.uk cpadmin@westberks.gcsx.gov.uk

2. Purpose

An effective whole-school child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child.

This policy links in with Berkshire Local Safeguarding Children Board child protection procedures. These procedures can be found at the following location: http://www.westberkslscb.org.uk/guidance-procedures/policy-procedures/

3. Introduction

3.1   Elstree School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989). 'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. (Keeping Children Safe in Education, September 2016 + Working Together March 2015).

3.2   Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school - Working Together to Safeguard Children 2015 Part 2 of "Keeping Children Safe in Education" (September 2016) sets out the responsibilities of governing bodies including the need to remedy without delay any deficiencies or weaknesses in regards to child protection arrangements that are brought to the attention of the school management or Governing Body.

3.3   Section 11 of the Children's Act 2004 sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns". Safeguarding is everyone's responsibility and should be a child centred approach". (Working Together, 2015).

3.4   This policy also applies to our Early Years Foundation Stage and after school care and links to our use of mobile phones and other devices.

3.5   There are five main elements to this child protection and safeguarding policy:

   a)   Ensuring we practice Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels.

   b)   Establishing a safe environment in which children can learn and develop. This can be achieved by the creation of a positive school atmosphere and teaching, and the pastoral support offered to pupils.

c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.

d) Developing and then implementing procedures for:

- Identifying and reporting cases, or suspected cases, of abuse
- Offering support to students who may be at risk of, or vulnerable to violent and non-violent extremist or terrorist narratives.

e) Support to pupils who may have been abused.

3.5 This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to Elstree School.

3.6 This school recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

4. Terminology

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children, 2015) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2016).

Working Together to Safeguard Children, March 2015 states that 'safeguarding children and protecting them from harm is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult, or adults or another child or children.

Staff refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

Children includes everyone under the age of 18.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Extremism refers to the Government's 'Prevent Strategy' which defines 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".

Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015. The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools and colleges have a duty of care to their pupils and staff which includes safeguarding them from the risk of being drawn into terrorism.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it Cybersex, sending a nudie, picture or selfie.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.18 Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college's designated safeguarding lead and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty.

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
• Children who appear with unexplained gifts or new possessions;
• Children who associate with other young people involved in exploitation;
• Children who have older boyfriends or girlfriends;
• Children who suffer from sexually transmitted infections or become pregnant;
• Children who suffer from changes in emotional well-being;
• Children who misuse drugs and alcohol;
• Children who go missing for periods of time or regularly come home late; and
• Children who regularly miss school or education or do not take part in education.

Children missing in Education All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

5. School policy

5.1   We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse and extremism. Safeguarding is everyone's responsibility; therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children. Schools, colleges and their staff form part of the wider safeguarding system for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children, March 2015). In order to fulfil their safeguarding responsibilities, professionals should make sure that their approach is child-centred and they should consider what is in the **best interests** of the child. Everyone who comes into contact with children has a role to play in identifying concerns, sharing information and taking prompt action KCSIE, Sept 2016).

5.2   This school will therefore:

   a) Ensure they have a Designated Person for Safeguarding, a Deputy Person for Safeguarding and a Safeguarding Governor who have been who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners; for designated members of staff in schools and

colleges this training should take place every two years. The designated person should be able to play an effective role in pursuing concerns and protecting children. All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child.

b) Ensure that there are safeguarding policies and procedures in place and are reviewed regularly to ensure children and learners are kept safe.

c) Ensure that all staff have read at least Part One of 'Keeping Children Safe in Education', September 2016.

d) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty.

e) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's behaviour.

f) In relation to early years, staff should demonstrate the young children's understanding of 'how to keep themselves safe from relevant risks' and demonstrate how this is monitored across the provision.

g) Positive behaviour is promoted consistently. Staff use effective de-escalation techniques. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them. All incidents are reviewed, recorded and monitored and the views of the child are sought and understood.

h) Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect. All staff then have a responsibility to take appropriate action, working with other services as needed.

i) Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate. (refer to Appendix 3 for further information on specific safeguarding issues).

j) Ensure all staff members are aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction. Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children

or learners. They have well-developed strategies in place to keep children and learners safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. Leaders oversee the safe use of technology when children and learners are in their care and take action immediately if they are concerned about bullying or children's well-being. Leaders of early years settings implement the required policies with regard to the safe use of mobile phones and cameras in settings (See appendix 5).

k)   Where services or activities are provided separately by another body, using the school premises, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection.

l)   Where services or activities are provided separately by another body, off site, the Governing Body will seek assurance that the body concerned has been checked for suitability and has appropriate policies and procedures in place in regard to safeguarding children and child protection.

m)   At Elstree we adopt a system whereby a child has as many adults as possible to turn to in time of need.   This enables a child to talk to different people depending on the problem.

It is appreciated that for the most part children talk to people who they know and trust, however at times they may want to talk to an 'outsider' about more personal problems or those which they do not wish to get back to school or parents. Staff have the problem of wearing two hats which some pupils find difficult.

Although the tutor is the central figure in the child's welfare and all information if possible, is fed back to the tutor, there may be instances where the child specifically asks for the tutor not to be informed and in these circumstances their wish should be respected.

Care should however be taken in promising complete confidentiality as in most cases it is safer to confide in another colleague, and in the case of abuse it is illegal to fail to report an instance.   Social services are willing to advise in cases of suspected abuse.

The support system contains the following people outside the classroom environment.

- Any member of staff who sees or teaches the child in any area of school life.
- The House Staff and duty staff who are responsible for them during 'boarding times'.
- Sister, who many will talk to when they attend surgery, a time that often is a crucial point of contact.
- Gap year staff who see them in free time, weekend activities and on the games field, who can act as big brothers or sisters.

- School doctor visits the school weekly and is available should any child wish to talk to him in private (the school's designated independent listener)
- The Headmaster and his wife who are available at regular times and who are seen around the school.
- The Childline number is posted in strategic places and children are free to make any telephone calls in private. There are a number of telephones around the school where there is no staff presence.
- The tutors who are in regular contact with their tutees and their parents and guardians.
- The Children's Commissioner
  http://www.childrenscommissioner.gov.uk/

n) Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people in a setting, the matter should be referred to the local authority in which the setting is located.

o) Access to an adult out of school
Children have access to the School Medical Officer (Independent Listener) if they wish to refer any complaint to an outsider. There is a list of adults, including some outside the school, that children may contact, that is published on the school 'If you need to talk?' sheet around the school.

All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. The West Berkshire Whistle Blowing Policy can be used.

p) Written records are made in a timely way and held securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, without consent. (Please refer to West Berkshire Council's Information Sharing Flowchart for full guidance on information sharing, Appendix 5).

q) A record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. There is evidence, where applicable, that staff have a understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child.

r) There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the

child should receive and the actions to be taken if a professional working with the child has further concerns or information to report.

s) Include in the curriculum activities and opportunities for Personal, Social & Health Education (PSHEE), which equip pupils with the skills they need to stay safe from all forms of abuse such as bullying, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.

t) Ensure that wherever possible, every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.

u) Ensure that the school contributes to inter-agency working in line with statutory guidance (Working Together to Safeguard Children, March, 2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans.

v) Appropriate action is taken when children stop attending the setting; for schools, this includes informing the local authority when a pupil is going to be deleted from the register.

w) Ensure the school practices safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.

x) All staff and carers have a copy of and understand the written procedures for managing allegations of harm to a child. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children.

6. Statutory Framework

6.1 This policy is in line with guidance from the following legislation and statutory guidance;

a) The Children Act 1989 & Section 11 of the Children's Act 2004
b) The Education Act 2002 (Section 175)
c) The Education (Pupil Information) (England) Regulations 2005
d) Working Together to Safeguard Children (March 2015)
e) Keeping Children Safe in Education (September 2016)
f) Inspecting safeguarding in early years, education and skills settings, 2015, Ofsted
g) Berkshire LSCB Child Protection Procedures
http://berks.proceduresonline.com/index.htm
h) What To Do If You're Worried a Child Is Being Abused
i) Prevent Within Schools, a toolkit for schools May 2015
j) Inspecting Safeguarding in Early Years , Education and Skills Settings, Ofsted
k) Independent Schools Standards Regulations (2014)

Copies of the above can be accessed (*via Sarah Attwood, Designated Safeguarding Lead*). They can also be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk.

7. Roles and responsibility

7.1   All adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in section 1 of this document.

7.2   It is the role of the Designated Person to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely contact with Contact, Advice & Assessment Services (CAAS) and the Prevent Officer at Thames Valley Police, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If the child resides out of the West Berkshire area, it is the responsibility of the Designated Person to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If, for any reason, the Designated Person is unavailable, a Deputy Designated Person has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Person to ensure all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal child protection procedures; to advise staff and to offer support to those requiring this.

7.3   The Designated Person (and the Headmaster) provide an annual report for the governing body detailing any changes to the policy and procedures; the training undertaken by all staff and governors and other relevant issues. The school will then complete the Annual Audit of Safeguarding in Schools. The purpose of the Annual Audit of Safeguarding in Schools is to keep the LSCB updated on how schools in the authority are managing their statutory responsibilities to safeguarding (section 175 Education Act 2002, section 157 Education Act 2002 and section 11 Children's Act 2004). The findings of the audit will then be reported to West Berkshire Local Safeguarding Children Board (LSCB).

7.4   The Lead Officer in Education for Safeguarding, Prevent Lead in Education and the Education Welfare & Safeguarding Officer (see section 1) are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the school's Designated Person (see appendix 2).

7.5   The Designated Person will be responsible for addressing any barriers to effective inter-agency working and will report to the Headmaster when it has an effect on safeguarding children.

8. The Role of the Governing Body, registered providers, proprietors and management committees (for the purpose of this section they will be referred to as the 'Governing Body').

8.1   Part 2 of Keeping Children Safe in Education (September 2016) sets out the responsibilities of governing bodies. The Governing Body is responsible for

nominating a governor to take the lead in overseeing Safeguarding and Child Protection. The role of the Nominated Governor for Safeguarding is to ensure that the school has an effective policy, that LSCB Guidelines are complied with and to support the school in this aspect.

8.2   The Governing Body will ensure that a senior member of staff from the school's leadership team is identified to take the role of Designated Person (DP) as defined in Keeping Children Safe, September 2016. A second member of staff, the Deputy Designated Person, will fulfil this role when the Designated Person is unavailable.

8.3   The Governing Body are responsible for ensuring the school follows all of its procedures relating to safeguarding including safer recruitment, allegations management and whistle blowing (see sections 13, 15 & 16). The Governing Body is to remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body.

8.4   Governors must not be given details relating to individual Child Protection cases or situations to ensure confidentiality is not breached. Safeguarding will be discussed at all full governing body meetings and the Safeguarding Governor will use this as an opportunity to feed back any relevant information. Governor briefings on roles and responsibilities are provided.

8.5   The Governing Body will ensure that the school develops effective links with relevant agencies and that the school co-operate as required with their enquiries regarding child protection matters.

8.6   The Governing Body will ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Berkshire Safeguarding Children Board.

8.7   The Governing Body will ensure that there are procedures in place to handle allegations of abuse against members of staff, volunteers and other children.

8.8   The Governing body will have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015.

8.9   The Governing body will carry out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children and/or staff or to address assemblies and lectures.

8.9.1   The Governing body will ensure that volunteers are appropriately supervised.

8.9.2   The Governing Body will adhere to statutory responsibly to check staff who work with children and will take proportionate decisions on whether to ask for checks beyond those that are required.

8.9.3   The Governing body will make sure that at least one person on any appointment panel has undertaken safer recruitment training.

8.9.4   It will also be the role of the Governing Body to ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when

we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.

8.9.5 Review this Child Protection and Safeguarding policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

9. Procedures

9.1 Staff are kept informed about child protection and Prevent responsibilities and procedures through induction, briefings and ongoing awareness training. There may be other adults in the school who rarely work unsupervised, more usually working alongside members of the school staff e.g. contractors. The Headteacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.

9.2 Any member of staff, volunteer or visitor to the school who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and radicalisation may have occurred **must** report it immediately to the Designated Person **(Head of Learning Development)** or in their absence, the Deputy Designated Person (**Headmaster, Deputy Head, Head of Home Farm or Head of Boarding**). Any member of staff may also make a referral to CASS directly.

9.3 The Designated Person or their Deputy will **immediately** refer cases of suspected or actual abuse or allegations to West Berkshire's Contact, Advice & Assessment Service (CAAS) for West Berkshire cases or the appropriate local authority where the child lives outside of West Berkshire. If the incident of abuse actually occurred within the West Berkshire boundary it will be referred to West Berkshire CAAS. (See section 1). In cases where a student may be vulnerable to or exhibiting, extremist views the Designated Person or their Deputy will also refer cases to the Prevent Officer at Thames Valley Police, as well as making a 'contact' to CAAS. (See section 1).

9.4 The Designated Person or Deputy will follow the most up to date contact and referral procedures for West Berkshire's CAAS.

9.5 To decide whether a 'Contact' with CAAS is appropriate, the Designated Person (or Deputy) will telephone CAAS on the Dedicated Professionals number: 01635 503190.

9.6 Once this is determined, all Contacts to CAAS will be made by telephone on 01635 503190 where the Contact will be screened by a social worker.

9.7 Where there is a child protection concern, allegation or disclosure, a phone call will **immediately** be made to CAAS (or Emergency Duty Team if outside of office hours) to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent CAAS from putting in place timely, protective measures for the child or young person. In the event of a Prevent concern or allegation, a phone call will also be made to the Prevent Officer at Thames Valley Police.

9.8 If it is decided that the Contact does not meet the thresholds for CAAS, advice will be provided by the social worker.

9.9   In cases where the child resides outside of West Berkshire, the Designated Person will make themselves familiar with referral processes for the child protection team in the child's home authority.

9.10   The school will always undertake to share our intention to refer a child to CAAS with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the school will take advice from CAAS and/or the Police.

9.11   Staff must also be aware that children are capable of abusing their peers. Peer-on-peer abuse can take different forms such as bullying (including cyber bullying), gender based violence/sexual assaults and sexting. There can be different gender issues which can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subjected to initiation-type violence.

Staff must be clear that abuse is abuse and as such must not be dismissed as 'banter' or 'art of growing up'. Allegations of peer on peer abuse will be dealt with in the same way as any other allegations of abuse and victims will be supported through this process.

9.12   A statement in the school brochure and on the school website will inform parents and carers about our school's duties and responsibilities under child protection procedures. This policy will be made freely available to parents and carers on the school website and in hardcopy, on request.

9.13   There may be some children who, for a variety of reasons, are not fully continent when they join Home Farm. In accordance with the Statutory Framework for the Early Years Foundation Stage 2014 (see Appendix 4).

10.   Training and support

10.1   The Headteacher and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. This training needs to be kept up to date by refresher training. The LSCB in West Berkshire currently recommends that training should be refreshed at three yearly intervals. This will also include Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff. Awareness training in West Berkshire is currently called Universal Safeguarding Training.

10.2   The Designated Person will ensure that all staff complete Universal Safeguarding Training and that this is refreshed every three years. Staff training records will be kept up to date to monitor this. Initial Universal Safeguarding Training will be completed by attending a Universal Safeguarding Training session delivered either by the local authority or school Designated Person (if appropriate training has been completed). After this, refresher training can be completed online using West Berkshire's online training provision.

10.3   All staff, students, supply staff and regular visitors to the school will be told where the policy is kept, given the name of the Designated Person and informed of the schools procedures in reporting concerns (see Appendix 6).

10.4   The Designated Person and any nominated Deputies will complete local authority Designated Person Training and this will be refreshed every two years. This will be recorded on staff training records and monitored by the Designated Person.

10.5   The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.

10.6   Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Person, and their Deputies. The Designated Person will seek support from the Headteacher, PREVENT Officer and appropriate local authority staff where needed.

11.   Professional confidentiality

11.1   Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the Universal Safeguarding Training mentioned in section 10. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret. Where there is a child protection concern, this must be reported to the Designated Person and may require further investigation by the appropriate authorities. Children can be reassured that only the people who "need to know" will be informed, that this will be the minimum necessary and that information will not become common knowledge.

11.2   Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined in 8.1.

12.   Records and Monitoring

12.1   Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concerns held about a child or children within our school, the status of such records and when these records should be passed over to other agencies.

12.2   Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Person or appropriate authority.

12.3   These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any pupil who is being monitored for child protection reasons.

12.4   If a pupil transfers from the school, these files, where appropriate, will be forwarded to the pupil's new school marked 'confidential' and for the attention of the receiving school's Designated Person for Safeguarding.

12.5   The Designated Person will ensure that the school follows guidelines set out in the Records Management Toolkit for Schools, including 'maintaining pupil records'. The record management toolkit can be accessed at http://www.irms.org.uk/grkoups/public-sector/resources/134-records-management-toolkit-for-schools.

12.6   The Designated Person will have oversight of the schools record management policy to ensure that issues around safeguarding records are addressed appropriately. A model record management policy can be found in the record keeping toolkit, the link for which can be found in point 12.5.

13.   Attendance at child protection and safeguarding meetings

13.1   It is the responsibility of the Designated Person to ensure that the school is represented and a report is submitted to any Child Protection Conference or Team Around the Child meeting called for children on their school roll or previously known to them. If the Designated Person is unable to attend, it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns the school has.

13.2   Schools will be part of Core Groups for children subject to Child Protection Plans. Core Groups meet regularly to review and update Child Protection Plans, and the Designated Person will ensure that the school is represented at these meetings and that records of the meetings are kept. When a child is made subject to a Child Protection Plan, it is the Designated Person's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a Child Protection Plan.

13.3   School will engage with CAAS, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings as appropriate. If the Designated Person is unable to represent the school, the Deputy Designated Person or in the absence of either of the above, the most senior member of staff will be asked to represent the school.

14.   Pupils at risk

14.1   The school recognises the importance of identifying vulnerable pupils that may be at risk of abuse (Categories of Abuse – **see Appendix 1**), or children that may have additional support needs. We recognise that a pupil may be classed as vulnerable for a variety of reasons and this may not be a permanent state.

14.3   As a school, we will recognise vulnerable pupils and support them through:

- Children with Special Educational Needs
- Children with emotional/behavioural/attachment disorders
- Children with caring responsibilities or classified as a young carer
- Looked after children and those subject to private fostering arrangements
- Children missing education/low attendance
- Children dealing with issues around domestic abuse
- Children from Gypsy, Roma, Traveller communities

- Children experiencing bereavement
- Children in receipt of FSM or PPG
- Children at risk from neglect; physical; sexual and emotional abuse
- Disabled children
- Children at risk of exclusion
- Children at risk from bullying, including online bullying and prejudice-based Bullying
- Children at risk of peer on peer abuse
- Children at risk from the impact of new technologies on sexual behaviour, for example sexting
- Girls at risk of female genital mutilation
- Children at risk of being drawn into terrorism and radicalisation
- Children at risk of exploitation, sexual exploitation and trafficking
- Children at risk of honour based violence or forced marriage
- Children affected by substance misuse (drugs, alcohol)
- Children affected by mental health issues
- Children affected by faith abuse
- Children affected by gender based violence or violence against women and girls
- Children affected by fabricated or induced illness
- Children affected by issues around bullying
- Children affected by crime
- Children affected by gang activity
- Children affected by gender reassignment/lesbian, gay, bisexual and transgender (LGBT) abuse.

14.4   The school recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

14.5   This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHEE, the policy for the management of pupils' behaviour (including our policy on physical Restraint and our policy on anti-bullying) and our health and safety policy.

15.   E-Safety

15.1   This school believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in; receive regular updates in e-safety and recognising and reporting concerns.

15.2   Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The school therefore, recognises its responsibility to educate pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.

15.2   This school has a separate e-safety policy for staff and students which should be considered in line with this policy (see Appendix 7).

15.3   Photographs, video and electronic images of pupils and staff are classed as personal data under the Data Protection Act 1998. The school has a separate policy that covers the use images in detail and should be considered in line with this policy.

16.   Safeguarding and recruitment

16.1   Keeping Children Safe in Education, September 2016 sets out clear guidance for schools which is adhered to at this school. The school will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, September 2016. The safer recruitment policy also contains detailed information about recruitment and selection procedures for staff and volunteers.

16.2   The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.

16.3   All staff working within the school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK. A satisfactory completion of a Disclosure by Association form is required if working within a nursery or reception class, and before or after school provision with children under eight.

16.4   At least one member of every recruitment and selection panel will have completed safer recruitment training.

16.5   A Single Central Record of employment checks must be held by schools and colleges and checked termly by the Safeguarding Governor. The Single Central Record must cover the following people:

- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school: in colleges, this means those providing education to children
- All others who work in regular contact with children in the school or college, including volunteers
- All members of the Governing body.

16.6   The information that must be recorded in respect of staff members (including teacher trainees on salaried routes) is whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

- An identity check
- A barred list check
- An enhanced DBS check/certificate
- A prohibition from teaching check
- Prohibition from Management
- EEA check
- Disqualification by association
- Further checks on people living or working outside the UK
- A check of professional qualifications, and

- A check to establish the person's right to work in the United Kingdom.

16.7   For supply staff, schools should also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received. Also when the school carried out the I.D. check and saw a copy of the D.B.S. certificate.

16.8   Where checks are carried out on volunteers, schools should record this on the Single Central Record.

16.9   If a school or college has concerns about an existing staff member's suitability to work with children or learner, it should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school or college moves from a post that was not regulated activity into work that is regulated activity, the relevant checks for the regulated activity must be carried out. Apart from these circumstances, in respect of existing staff the school or college is not required to request a DBS check or barred list check. The only requirement for those staff appointed prior to March 2002 is that they must have been List 99 checked.

17.   Disqualification by Association.

17.1   In line with the guidance set out in KCSIE (September 2016) the school also ensures it is compliant with the Disqualification under the Childcare act 2006.

18.   Professional boundaries for staff and code of conduct

18.1   Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 9. Safeguarding guidance for staff is also given out at the start of an academic year (or when new staff join).. All staff are required to read Part One of Keeping Children Safe in Education + Annex A, September 2016 (see appendix 6).

18.2   Staff members and volunteers are required to sign up to and follow the school code of conduct. This can be found as a separate policy and should be considered alongside this policy.

18.3   The school's code of conduct for staff and volunteers is made freely available to staff, visitors, contractors, pupils, parents and carers on the school website and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate. 'Keeping Children Safe in Education' (September 2016), states that schools must have a staff code of conduct.

18.4   Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the school code of conduct and this policy.

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times.

19. Whistleblowing

19.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

19.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistle Blowing Policy which should be viewed alongside this policy.

19.3 Whistleblowing concerns about the Headmaster should be raised with the Chair of Governors.

20. Radicalisation and Extremism

20.1 The school values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

20.2 The school seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights Movements.

20.3 Staff will be made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.

20.4 Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the schools child protection and safeguarding procedures as outlined in 7.2. (Further information on the 'Prevent Duty' can be found in Appendix 3).

21. Allegations

21.1 It is essential that the high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.

21.2 Allegations against staff, volunteers, or the designated person with responsibility for safeguarding should be reported to the Headmaster. If the Headmaster is absent, the allegation should be passed to the Chairman of Governors. If the allegation concerns the Headmaster, the person receiving the allegation should immediately inform the Chairman of Governors without notifying the Headmaster first. In all cases either via the Headmaster (or Chair of Governors) the LADO must be immediately informed (within one working day at the latest). In case of serious harm, the Police should be informed from the outset.

21.3 When an allegation is made against a member of staff or volunteer:

i) If the member of staff concerned is resident, then the School will make arrangements for such member of boarding staff to be provided alternative accommodation off-site pending an investigation of a child protection nature.

ii) The School must report to the Disclosure and Barring Services (DBS) promptly and at least within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she involved in any allegation of child abuse. It is important that reports include as much evidence about the

circumstances of the case as possible. Failure to make a report constitutes an offence and the School may be removed from the DfE register of independent schools.

iii) The School is also under a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website. Where a referral has been made to the DBS, it is also necessary for a referral to be made to NCTL.

This is a legal duty and failure to refer when the criteria are met is a criminal offence.

21.4   Governing bodies and proprietors should also ensure that there are procedures in place to handle allegations against other children.

22.   <u>Appendix 1</u> - Types of abuse and neglect

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

What is child abuse?
Child abuse happens when an adult inflicts harm on a child or young person, even, in some cases, if the adult's actions are not deliberate. There are four broad categories of child abuse:
physical abuse
sexual abuse
neglect
emotional abuse.
Sometimes children are sexually abused by other children.

Child abuse definitions

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent or carer fabricates, or induces, the symptoms of an illness in a child.
Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening.

Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

Neglect is persistently failing to meet a child's basic physical and/or psychological needs resulting in serious damage to their health and development. Neglect is difficult to define as it is hard to describe the absence of something such as love or attention (Daniel et al, 2011). In practical terms, neglect may involve a parent's or carer's failure to:

provide adequate food, clothing and shelter protect the child from physical and emotional harm or danger supervise the child properly make sure the child receives appropriate medical care or treatment.

Neglect often happens at the same time as other types of abuse (Daniel et al, 2011; Rees et al, 2011).

Emotional abuse is persistent and, over time, it severely damages a child's emotional development.

Active emotional abuse involves an adult deliberately trying to scare, humiliate or verbally abuse a child. Passive emotional abuse happens when a parent or carer denies the child the love and care they need in order to be healthy and happy. Such adults might be emotionally unavailable; fail to offer their child praise and encouragement; interact with them in an age-inappropriate way; be over-protective, limiting their opportunities to explore, learn and make friends; or expect the child to meet the parent's own emotional needs.

General signs of abuse

Abused children may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend. Anyone working with children or young people needs to be vigilant to the signs listed below.

Whilst these signs do not necessarily mean that a child is being abused, they probably indicate that the child or family is having some problems which should be investigated.

Regularly experiencing nightmares or sleeping problems.
Changes in personality.
Outbursts of anger.
Changes in eating habits.
Showing an inexplicable fear of particular places or making excuses to avoid particular people.
Self-harming (includes head banging, scratching, cutting).
Not receiving adequate medical attention after injuries.
Showing violence to animals, toys, peers or adults.
Knowledge of "adult issues" e.g. alcohol, drugs, sexual behaviour.
Lacking in confidence or often wary/anxious.
Regressing to the behaviour of younger children.
Regular flinching in response to sudden but harmless actions, e.g. someone raising a hand quickly.

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups.

Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool

Doesn't cry or respond to parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
Late in reaching developmental milestones such as learning to speak, with no medical reason.
Acting out excessive violence with other children.
Significantly underweight but eats well when given food.
Talks of being left home alone or with strangers.

Middle childhood
Talks of being left home alone or with strangers.
Lacks social skills and has few if any friends.
Shows lack of attachment to a parent.
Becomes secretive and reluctant to share information.
Acting out excessive violence with other children.

School age (5 to 16 years)
Reluctant to go home after school.
Unable to bring friends home or reluctant for professionals to visit the family home.
Poor school attendance and punctuality, or late being picked up.
Parents show little interest in child's performance and behaviour at school.
Parents are dismissive and non-responsive to professional concerns.
Is reluctant to get changed for PE etc.
Wets or soils the bed.
Acting out excessive violence with other children.

Adolescence
Drinks alcohol regularly from an early age.
Is concerned for younger siblings without explaining why.
Becomes secretive and reluctant to share information.
Talks of running away.
Shows challenging/disruptive behaviour at school.
Is reluctant to get changed for PE etc.

Physical abuse
It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.
Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising
Bruises on the cheeks, ears, palms, arms and feet.
Bruises on the back, buttocks, tummy, hips and backs of legs.
Multiple bruises in clusters, usually on the upper arms or outer thighs.
Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
Large oval shaped bite marks.

Burns or scalds
Any burns which have a clear shape of an object, e.g. cigarette burns.
Burns to the backs of hands, feet, legs, genitals, or buttocks.
Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these

injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parent but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

Find out more about fabricated or induced illness

There are other signs and indicators of abuse that are age specific.

Infancy to pre-school

Unexplained head injuries to a baby.

Bruises on babies who are not yet crawling or walking.

Acting out excessive violence either with toys or peers.

Sexual abuse

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children

Infancy to pre-school

Kisses and hugs others.

Is curious about and looks at other's private body parts; has limited understanding of privacy needs.

Talks about private body parts.

Uses words such as 'poo', 'bum' and 'willy' freely.

Plays 'house' or 'doctor' games.

Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood

Kisses and hugs others.

Displays an interest in others' private body parts but is aware of the need for privacy.

Talks about and occasionally shows private body parts to others.

Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.

Sometimes uses swear words and/or 'sex' words copied from others.

Plays 'house' or 'doctor' games.

Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (aged 10 to 12 years)

Kisses, hugs, and may 'date' others.

Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.

May ask questions about relationships and sexual behaviour.

May look at sexual pictures including internet images.

Masturbates in private.

Adolescents (aged 13 to 16 years)

Kisses, hugs, dates others, may have longer term relationships.

Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.

Uses sexual language and talks about sexual acts with peers.

May look at sexual pictures including internet images.

Masturbates in private.
Experiments sexually with adolescents of similar age.
The following are age-specific signs and indicators of sexual abuse:

Infancy to pre-school
Talking about sexual acts or using sexually explicit language.
Having sexual contact with other children.
Using toys or other objects in a sexual way.
Becoming withdrawn or very clingy.
Physical signs such as anal or vaginal soreness or an unusual discharge.

Middle childhood
Masturbating in public.
Showing adult-like sexual behaviour or knowledge.
Using toys or other objects in a sexual way.
Becoming withdrawn or very clingy.
Physical signs such as anal or vaginal soreness or an unusual discharge.

Adolescence
Masturbating in public.
Having sexual contact with younger children or older adults.
Pregnancy when the child does not have a boyfriend.
Sexually transmitted diseases.

Neglect
It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.
Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.
General signs of neglect for children of all age groups:
medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers not taking the child to see a doctor when they are ill or have been injured.
There are other signs and indicators of neglect that are age-specific.

Infancy to pre-school
Frequent and untreated nappy rash.
Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
Immunisations are not up to date.
Child is significantly underweight but eats well when observed.

Middle childhood
Child has poor school attendance and punctuality and is often picked up late at the end of the day.
A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
Parents are unsupportive and uninterested in the child's education or behaviour.
A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Adolescence

A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).

A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional abuse

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs

extreme emotional outbursts regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

Infancy to pre-school

Over-affectionate towards strangers or people they haven't known for very long.

Lacks confidence and is often wary or anxious.

Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.

Is frequently aggressive or nasty towards other children and animals.

Middle childhood

Frequently soils the bed.

Language and behaviour are not socially appropriate.

Struggles to control strong emotions.

Shows lack of attachment to a parent.

Lacks social skills and has few if any friends.

Self-harms, e.g. scratching, head banging.

What to do if you are concerned about a child

Anyone who is concerned that a child is at risk of abuse or neglect should follow their organisation's child protection procedures. Or they can **contact the NSPCC** on **0808 800 5000** for advice and support about what action they can take to safeguard a child they are working with.

References

Daniel, B. et al (2011) **Recognizing and helping the neglected child: evidence-based practice for assessment and intervention.** London: Jessica Kingsley.

Rees, G. et al (2011) **Adolescent neglect: research, policy and practice.** London: Jessica Kingsley.

(Recognising signs of abuse at different stages of a child's development **NSPCC factsheet April 2014)**

23.   <u>Appendix 2</u> - People with Specific Responsibility for Safeguarding Children and their Roles

The School has a Designated Safeguarding Lead (Head of Learning Support and SMT) and 4 Deputy Designated Safeguarding Leads (Headmaster, Deputy Head, Head of Home Farm and Head of Boarding) and a designated governor for safeguarding children.

The Role of the Designated Safeguarding Lead:

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Manage referrals

The designated safeguarding lead is expected to:

• refer cases of suspected abuse to the local authority children's social care as required;

• support staff who make referrals to local authority children's social care;

• refer cases to the Channel programme where there is a radicalisation concern as required;

• support staff who make referrals to the Channel programme;

• refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

• liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

 as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and

• liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

• understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
• ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
• are alert to the specific needs of children in need, those with special educational needs and young carers;
• are able to keep detailed, accurate, secure written records of concerns and referrals;
• understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
• obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to termly update Safeguarding Children briefings to all School Staff:
a) The Designated Safeguarding Leads attend formal refresher training including Child Protection, Inter Agency Working and LSCB Prevent Duties every two years.

Such training was last undertaken by:

i) SLMAs Designated Safeguarding Lead training was undertaken on 16th November 2016.

ii) ACTIs Designated Safeguarding Lead training was undertaken on 16th November 2016.

iii) SCAs Designated Safeguarding Lead training was undertaken on 12th May 2016.

iv) KMs Designated Safeguarding Lead training was undertaken on 16th November 2016.

v) MW's Designated Safeguarding Lead training was undertaken on 12th May 2016.

vi) EM's Designated Safeguarding Lead training was undertaken on 16th November 2016.

b) All School Staff – part-time and full-time (including volunteers in regular activities) receive formal Safeguarding Children training every 3 years and refresher Safeguarding Children training every year and read KCSIE (part 1) and Annex A every time it is updated. **The most recent formal training session took place on 4th September 2017.**

c) Following the statuary Prevent Duty requirement for schools and child care providers from Government all School Staff – part-time and full-time (including volunteers in regular activities) are required to carry out online training via a general awareness module which is recognized by DfE as appropriate for all staff. **The most recent Prevent training session took place on 9th January 2018.**

d) All new Governors are given Safeguarding Children training when they are appointed. All Governors also receive formal Safeguarding Children training every 3 years and refresher Safeguarding Children training every year and read KCSIE (part 1) and Annex A every time it

is updated. **The most recent formal training session took place in November 2017.** The DSL also gives a report annually in the full governors' meeting in the Lent Term.

Raise Awareness

The designated safeguarding lead should:
• ensure the school or college's child protection policies are known, understood and used appropriately;
• ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
• ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

24.   <u>Appendix 3</u> - Prevent Radicalisation Policy

25.   Introduction

This 'Prevent Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years, global events have led to a growth of extremist viewpoints, including advocacy of violent extremism.

Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015, new statutory duties were placed on schools by the Counter Terrorism and Security Act (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that. Elstree School Risk Assesses the Prevent Duty for its pupils and those who may be at risk of radicalisation.

26.   Ethos

At Elstree we ensure that through our school vision, values, rules, diverse curriculum and teaching we promote tolerance and respect for all cultures, faiths and lifestyles. The governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice and that there are effective risk assessments in place to safeguard and promote students' welfare.
We have a duty to prepare our children for life in modern Britain and to keep them safe. Pupils who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.

27.   Statutory Duties

The duty to prevent children and young people being radicalised is set out in the following documents.
- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2016)
- Prevent Duty Guidance (2015)
- Working Together to Safeguard Children (2015)
- Non-statutory Guidance
- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools (DfE 2014)
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information (DfE 2014)

Related Policies
- Acceptable Use (ICT) Policy
- Behaviour Policy
- Child Protection and Safeguarding Children Policy
- Personal, Social, Health and Emotional Education (PSHEE) Policy
- Spiritual, Moral, Social, Cultural (SMSC) Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing Policy

28. Definitions

Extremism is defined in the 2011 Prevent strategy 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, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

29. Roles and responsibilities

Role of the Governing Body
It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation.
The governing body has a nominated person who will liaise with the headmaster and other staff about issues to do with protecting children from radicalisation.

Role of Designated Safeguarding Lead (Head of Learning Support)
- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation
- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters
- Role of staff
- It is the role of staff to understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns.

30. Curriculum

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. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

At Elstree, children are given the opportunity to explore a wide variety of topics within their Religious Studies, including: world religions, biblical scripture, contemporary issues, significant people, current affairs and moral dilemmas. We consider Religious Studies to be a key part of each child's education and try to gradually go deeper into the issues relating to religious belief and ethics in a way that is applicable to the age, stage and personal beliefs of the pupils. Of course, we are also keen to stretch pupils and encourage them to look further down the track to help them tackle some of the harder questions that they will face in life – perhaps around morals, ethics, and religious beliefs.

Elstree has an open approach to religious education and promotes a forum for discussion within the teaching of the subject, in a way that is attractive to pupils of all cultural backgrounds. The school is supportive to those of all religious faiths.

Our school values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere. Teaching the schools 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.

31. Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content.
We also filter out social media, such as Facebook. Searches and web addresses are monitored and the ICT technicians will alert senior staff where there are concerns and prevent further access when new sites that are unblocked are found.

Where staff, students or visitors find unblocked extremist content they must report it to a senior member of staff.

Children are not allowed to use mobile phones on the school site except at certain times within the Boarding House. We are aware that children and young people might have access to unfiltered internet when using their mobile phones and staff are alert to the need for vigilance when pupils are using their phones.

We hold regular forums with parents and discuss best practice for the internet in and out and school. i.e. e-Safety by Karl Hopwood

The schools Acceptable Use of ICT Policy refers to preventing radicalisation and related extremist content. Pupils and staff are asked to sign the AUP regularly to confirm they have understood what is acceptable.

Pupils and staff know how to report internet content that is inappropriate or of concern.

32. Staff Training

Staff will be given training to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in daily briefings

33. Safer Recruitment

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

34.   Visitors

Visitors to the school are made aware of our safeguarding and child protection policies on arrival at the school and are given information about what to do if they are concerned about any aspect of child welfare.

Visitors who are invited to speak to pupils will be informed about our preventing extremism policy and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Staff must not invite speakers into school without first obtaining permission from the headmaster.

35.   Signs of vulnerability

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are number of signs that together increase the risk. Signs of vulnerability include:

Recognising Extremism
Early indicators of radicalisation or extremism may include:
- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion
- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identify
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith
- 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

36. Referral Process

Staff and visitors to the school must refer all concerns about children and young people who show signs of vulnerability or radicalisation must be passed to the Designated Safeguarding Lead using the usual methods for reporting other safeguarding concerns.

When there are significant concerns about a pupil, the Designated Safeguarding Lead will make a referral to the appropriate body.

37. Helpline Preventing extremism in schools and children's services

If you are concerned about extremism in school or organisation that works with children or if you think a child might be at risk of extremism, please contact the national helpline (see below).

Email: counter.extremism@education.gsi.gov.uk

Telephone 020 7340 7264

38.   Appendix 4 - Home Farm and EYFS intimate care and continence

There may be some children who, for a variety of reasons, are not fully continent when they join Home Farm. In accordance with the Statutory Framework for the Early Years Foundation Stage 2014, we have a duty to be inclusive and '…. must consider the individual needs, interest and stage of development of each child….' (Statutory Framework for the EYFS section 1.6)

Intimate care covers any tasks that involve dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or pull-ups or carrying out a procedure that requires direct or indirect contact to an intimate personal area. When intimate care is given, the member of staff will make other staff aware that the tasks are being undertaken. Staff will encourage children to do as much for themselves as they can. Any soiled nappies are wrapped and placed in the nappy bin. Soiled clothing is placed in a plastic bag and returned home to be cleaned.

Staff at Home Farm work in partnership with parents or carers to provide care appropriate to the needs of each individual child.

The normal process of assisting with personal care, eg changing a nappy or helping a child after an accident, should not raise child protection concerns. There are no regulations that state that a second member of staff must be available to supervise the process to ensure that abuse does not take place. All staff are DBS checked.

K.M. 16th November 2016

39.   Appendix 5 - Safeguarding guidance for all staff, volunteers and visitors.

KEY POINTS

Elstree has a commitment to protect children and promote their welfare by:

* Providing a safe environment for them to learn in;
* Create a culture which recognises and understands the importance of safeguarding – including listening to and discussing with children;
* Identifying children who are suffering or likely to suffer significant harm, both at school and at home, and referring immediately to the local authority children's social care services (CASS).
* Preventing unsuitable people from working with children;
* Having systems and processes that ensure children are kept safe and allow for poor and unsafe practices to be challenged;
* Identifying instances in which there are grounds for concern about a child's welfare, and initiating or taking appropriate actions to keep them safe;

SCHOOL POLICY

We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.
Our school will therefore:
a) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to.
b) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty ('Are you feeling happy?).
c) Include in the curriculum activities and opportunities for PSHEE, which equip pupils with the skills they need to stay safe from abuse.
d) Include in the curriculum material which will help pupils develop realistic attitudes to the responsibilities of adult life.
e) Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
f) Provide training for all staff (including part time, voluntary and peripatetic Music staff) every three years.
g) Staff should also be alert to pupil relationships and the potential for peer abuse. Abuse is abuse and should not be passed off as "banter" or "part of growing up". This can include bullying, cyber bullying, violence, sexual assaults and sexting.) Be alert to gender issues that can be prevalent with peer on peer abuse. This could be girls being touched/assaulted or boys being subject to initiation/hazing type violence.

THE DEFINITION OF ABUSE

Children are particularly vulnerable to abuse because all adult with whom they have contact are in positions of power over them. Abuse is the misuse of a position of power to mistreat a child cruelly of wrongly. Child abuse can take many different forms and in particular physical, emotional and sexual. Child abuse happens to children of both sexes, at all ages and in all cultures, religions and social classes and both to children with and without disabilities. Other children and young children may also abuse children. Deliberate and malicious bullying is also a form of abuse. No school should ever be complacent about the possibilities of abuse occurring to its own pupils.

WHAT SHOULD YOU DO IF YOU HAVE CAUSE FOR CONCERN?

PROCEDURE:

RECEIVE – listen to what a child says but do not ask leading questions except when to show you have understood; accept what is being said and allow the child to talk freely.

REASSURE – ensure the child is reassured that he/she will be safe and their interests come first but do not make promises that may not be possible to keep. Never promise confidentiality, as it might be necessary to refer the case to CAAS.

RESPOND – only to ensure that the child is safe and secure; listen rather than ask direct questions.

RECORD – make note of what you have seen or heard and the date and time. The member of staff must record information recording the concern on the same day. The recording must be a clear, precise, factual account of the observations.

REFER – refer to the Designated Safeguarding Lead (DSL) as soon as you have any concern for the child. The DSL will pass on these concerns to the Contact, Advice and Assessment Services (CAAS); this will be done without prior discussion with the parents.

ELSTREE SCHOOL CHILD PROTECTION OFFICERS:

Sarah Attwood (Designated Safeguarding Lead)

(Tel) 01189710612 (Email) slattwood@elstreeschool.org.uk

Sid Inglis, Headmaster (Deputy Designated Safeguarding Lead)

(Tel) 01189713302 (Email) singlis@elstreeschool.org.uk

Simon Attwood, Deputy Headmaster (Deputy Designated Safeguarding Lead)

(Tel) 0118970640 (Email) sattwood@elstreeschool.org.uk

Kay Markides, Head of Home Farm (Deputy Designated Safeguarding Lead)

(Tel) 01189713296 (Email) kmarkides@elstreeschool.org.uk

Maria Williams, Head of Boarding (Deputy Designated Safeguarding Lead)

(Tel) 01189710602 (Email) mwilliams@elstreeschool.org.uk

Emma McGrath, Governor Responsible for Safeguarding

Contact via school office

40. <u>Appendix 6</u> - Elstree school procedure: safeguarding children for new staff

Please sign and return to the Bursar

SAFEGUARDING CHILDREN INDUCTION PROCEDURES at Elstree School

I _____ have attended an induction session on Safeguarding Children Procedures. As a result, I am familiar with the contents of the following documents:

1. **The School Safeguarding Policy** (including the Prevent Duty)

   I know that **Sarah Attwood** is the **Designated Safeguarding Lead** and Sid Inglis, Simon Attwood, Kay Markides, Maria Williams and Emma McGrath (Vice- Chair of Governors) are the **Deputy Designated Safeguarding Leads** and that I can discuss any concerns that I may have with them.

   I am aware of procedures for Safeguarding Children at the School; procedures when a Member of Staff, Volunteer, Designated Safeguarding Lead or Head faces Allegations of Abuse.

2. I have read and understood **Keeping Children Safe In Education** (part 1) Sept 2016 (including Annex A).

3. **I have read and understood the ICT Policy and E-Safety Policy** (including procedure for Mobile Phones and Other Electronic Devices in school, Photography and using Images of Children).

4. I have read and understood the school's **Whistleblowing policy.**

5. I have read and understood the school's **Staff Code of Conduct Policy.**

6. II know that further guidance, together with copies of the policies on the School's IT network (Firefly).

Signed_____ Date_____

Appendix 7 – E-Safety Policy

1. Introduction

It is the duty of Elstree school to ensure that every pupil in its care is safe; and the same principles apply to the digital world as apply to the real world. ICT and online communication provide unrivalled opportunities for enhanced learning in addition to traditional methods, but also pose greater and more subtle risks to young people. Our pupils are therefore taught how to stay safe in the online environment and how to mitigate risks, including but not limited to the risk of identity theft, bullying, harassment, grooming, stalking, abuse and radicalisation.

This is a whole school policy including EYFS.

New technologies are continually enhancing communication, the sharing of information, learning, social interaction and leisure activities. Current and emerging technologies used in and outside of school include: Websites; Email and instant messaging; Blogs; social networking sites; Chat rooms; music/video downloads; gaming sites; text messaging and picture messaging; video calls; podcasting; online communities via games consoles; and mobile internet devices such as smart phones and tablets.

This policy, supported by the acceptable Use Policy (for all staff, visitors and pupils), is implemented to protect the interests and safety of the whole school community. It aims to provide clear guidelines on how to minimise risks and how to deal with any infringements. It is linked to the following policies:

Safeguarding Policy
Code of conduct;
Promoting positive behaviour policy;
Anti Bullying;
Acceptable Use Policy for ICT;
Data Protection Policy;
PSHEE Policy;
ICT Policy
Recruitment Policy

Whilst exciting and beneficial both in and out of the context of education, much ICT, particularly online resources, are not consistently policed. All users need to be aware of the range of risks associated with the use of these internet technologies.

At Elstree we understand the responsibility to educate our pupils on e-safety issues; teaching them the appropriate behaviours and critical thinking skills necessary to enable them to remain both safe and within the law when using the internet and related technologies in, and beyond, the classroom. We also understand the importance of involving pupils in discussions about e-safety and listening to their fears and anxieties as well as their thoughts and ideas.

2. Scope of this policy

This policy applies to all members of the school community, including staff, pupils, parents, and visitors, who have access to and are users of the school ICT systems. In this policy 'staff' includes teaching and non-teaching staff, governors and regular volunteers. 'Parents' includes pupils' carers and guardians. 'Visitors' includes anyone else who comes to the school, including occasional volunteers.

Both this policy and the acceptable use policy for ICT cover fixed and mobile internet devices provided by the school (such as PCs, laptops, webcams, tablets, whiteboards, digital video equipment, etc.); as well as all devices owned by pupils, staff, or visitors and brought onto school premises (personal laptops, tablets, smart phones, etc.).

3. Roles and Responsibilities

The Governing Body

The governing body of the school is responsible for the approval of this policy and for reviewing its effectiveness. The governing body will review this policy regularly.

The governor responsible for reviewing this policy is the Safeguarding Governor, **Emma McGrath.**

The Headmaster and the Senior Management Team

The Headmaster is responsible for the safety of the members of the school community and this includes responsibility for e-safety. The headmaster has delegated day-to-day responsibility to the Deputy Headmaster and Head of ICT.

In particular, the role of the Headmaster and Senior Management Team is to ensure that:

Staff, in particular the Head of ICT, are adequately trained about e-safety; and staff are aware of the schools procedures and policies that should be followed in the event of the abuse or suspected breach of e-safety in connection with the school.

The Head of ICT (and E-Safety lead)

The Head of ICT has a key role in maintaining a safe technical infrastructure at the school and keeping abreast of the rapid succession of technical developments. He is responsible for the security of the school's hardware system, its data and for training the school's teaching and administrative staff in the use of ICT. He monitors the use of the internet and emails, maintains content filters, and will report inappropriate usage to the Deputy Head or SMT.

Teaching and Support Staff

All staff are required to read the acceptable Use Policy for ICT before accessing the School's systems.

As with all issues of safety at this school, staff are encouraged to create a talking and listening culture in order to address any e-safety issues which may arise in classrooms on a daily basis.

In the event of an issue relating to e-safety they need to notify the Head of ICT or Deputy Head.

Pupils

Pupils are responsible for using the School ICT systems in accordance with the Acceptable Use Policy for ICT, and for letting staff know if they see the ICT systems being misused.

Parents and Carers

Elstree School believes that it is essential for parents to be fully involved with promoting e-safety both in and outside of school. We regularly consult and discuss e-safety with parents and seek to promote a wide understanding of the benefits and risks related to internet usage. The school will always contact parents if it has any concerns about pupils' behaviour in this area and likewise it hopes parents will feel able to share any concerns with the school.

Parents and carers are responsible for using the school ICT systems in accordance with the Acceptable Use Policy for ICT, and for letting staff know if they see ICT systems being misused.

4. Education and Training

Staff: Awareness and training

New staff receive information on the School's e-safety and Acceptable Use policies as part of their induction.

All teaching staff receive regular information and training on e-safety issues in the form of INSET training and internal meeting time, and are made aware of their individual responsibilities relating to the safeguarding of children within the context of e-safety.

All staff working with children are responsible for demonstrating, promoting and supporting safe behaviours in their classrooms and following School e-safety procedures. These behaviours are summarised in the Acceptable Use Policy for ICT.

Teaching Staff are encouraged to incorporate e-safety activities and awareness within their subject areas through a culture of talking about issues as they arise. They should know what to do in the event of misuse of technology by any member of the School community.

A record of concern must be completed by staff as soon as possible if any incident relating to e-safety occurs and be provided directly to the Deputy Head or Head of ICT. If both are unavailable then a copy must be given to a member of the SMT.

Pupils: E-safety in the curriculum

ICT and online resources are used increasingly across the curriculum. We believe it is essential for e-safety guidance to be given to pupils on a regular and meaningful basis. We continually look for new opportunities to promote e-safety and regularly monitor and assess our pupils' understanding of it.

The school provides opportunities to teach about safety within a range of curriculum areas and ICT lessons. Educating pupils on the dangers of technologies that may be encountered outside school will be carried out via PSHEE, by presentation in assemblies, as well as informally when opportunities arise.

At age-appropriate levels, via PSHEE and ICT, pupils are taught about e-safety responsibilities and to look after their own online safety. From Year 6, pupils are formally taught about recognising online sexual exploitation, stalking and grooming, the risks, and of their duty to report any such instances they or their peers come across. Pupils can report concerns to the Designated Safeguarding Lead and any member of staff at School.

From Year 5, pupils are also taught about relevant laws applicable to using the internet; such as data protection and intellectual property. Pupils are taught about respecting other people's information and images (etc.) through discussion and classroom activities in PSHEE lessons.

Pupils should be aware of the impact of cyber-bullying and know how to seek help if they are affected by these issues (see also the school's Anti Bullying Policy, which describes the preventative measures and the procedures that will be followed when the School discovers cases of bullying). Pupils should approach the Designated Safeguarding Lead, School Counsellor or a member of the SMT as well as parents, peers and other School staff for advice or help if they experience problems when using the internet and related technologies.

Parents

The school seeks to work closely with parents and guardians in promoting a culture of e-safety. The school will always contact parents if it has any concerns about pupils' behaviour in this area and likewise it hopes that parents will feel able to share any concerns with the school.

The school recognises that not all parents may feel equipped to protect their son or daughter when they use electronic equipment at home. The school therefore arranges regular discussion events for parents when an outside specialist advises about e-safety and the practical steps that parents can take to minimise the potential dangers to their sons and daughters without curbing their natural curiosity and enthusiasm.

The school will highlight and alert parents to e-safety concerns as they arise throughout the school year.

5. Policy Statements

Use of School and Personal Devices
Staff within EYFS
Staff, visitors, volunteers and students **(within the Early Years Foundation Stage, EYFS)** are not permitted to use their own mobile devices to take or record any images of Elstree children for their own records during session times.
Only school cameras and video equipment is used to record children in the Early Years. No photographs or videos are allowed to be taken on staff mobile phones. Photographs and recordings of children are only taken for valid reasons, i.e. to record their learning and development, or for displays within the setting.

This applies to our EYFS and after school care.

School devices assigned to a member of staff as part of their role must have a password or device lock so that unauthorised people cannot access the content. Staff should only use the School device which is allocated to them for School work. When they are not using a device staff should ensure that it is locked to prevent unauthorised access.

Staff at Elstree (or Home Farm but not EYFS)
Staff at Elstree are permitted to bring in personal devices for their own use. They may use such devices in staff-only areas of the school during free lessons, break times and lunchtimes or in the classrooms so long as children are not around. In an emergency, mobile phones may be used in front of pupils to contact appropriate services.
They must not be used upstairs to the dormitories, changing rooms or toilets.
Pupils

If pupils (full boarders only) bring in mobile phones and devices they must be handed into the Heads of Boarding at the start of term, end of exeats and half terms for safekeeping. Full

boarders will have access to their devices in public areas (common rooms and library) on Wednesday evenings and at the weekends under supervision by the resident boarding staff. **They must not be used upstairs to the dormitories, changing rooms or toilets.**

School mobile technologies available for pupils including laptops, tablets, cameras, etc. are stored in the ICT office. Access is available via the Head of ICT. Members of staff should book devices in and out before and after each use by a pupil.

The school recognises that mobile devices are sometimes used by pupils for medical purposes or as an adjustment to assist pupils who have disabilities or special educational needs. Where a pupil needs to use a mobile device for such purposes, the pupil's parents should arrange a meeting with the Head of Learning Support to agree how the school can appropriately support such use. The Head of Learning Support will then inform the pupils' teachers and other relevant members of staff about how the pupil will use the device at school.

School Trips

If pupils are able to bring in personal electronic devices for travelling to and from residential trips (e.g. Year 7 French Trip, Leavers' Trip, Rugby Tour, etc.), as agreed in the trip instructions to parents, these must be collected in each evening by the responsible staff to ensure pupils' safety. They should not be able to access wifi in residential centres, etc.

Use of Internet and Email
Staff

Staff must not access social networking sites or any website or personal email which is unconnected with school work or business from school from school devices or whilst teaching. Such access may only be made whilst in staff-only areas of school or classrooms so long as pupils are not present.

When accessing from staff members' own devices/ off school premises, staff must use social networking sites with extreme caution, being aware of the nature of what is published online and its potential impact on their professional position and the reputation of the school.

The school has taken all reasonable steps to ensure that the school network is safe and secure. Staff should be aware that email communications through the school network and staff emails addresses are monitored.

Staff must immediately report to an appropriate member of the SMT of they receive any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening, or bullying in nature and must not respond to any such communication. Staff must remain alert to the risk of fraudulent emails and should report emails they suspect of being fraudulent to the Head of ICT.
Any online communication must not either knowingly or recklessly;
Place a child or young person at risk of harm, or cause actual harm;
Bring the school into disrepute;
Breach confidentiality;
Breach copyright;
Breach date protection legislation; or do anything that could be considered discriminatory against, or bullying or harassment of, any individual, fr example by:
- Making offensive or derogatory comments relating to sex, gender reassignment, race, disability, sexual orientation, religion or belief or age;
- Using social media to bully another individual; or
- Posting links to or endorsing material which is discriminatory or offensive.

Under no circumstances should School pupils be added as social network 'friends' or contacted through social media.

Any digital communication between staff and pupils or parents must be professional in tone and content. Only in exceptional circumstances, agreed by the Deputy Head, may staff contact a pupil or parent using any personal email address. The School ensures that staff have access to their work email address when offsite, for use as necessary on School business.

Pupils

Access is via a personal logon, which is password protected. This official email service may be regarded as safe and secure, and must be used for School work. Pupils should be aware that email communication through the school network and School email addresses are monitored.

There is a strong anti-virus and firewall protection on our network. Spam emails and certain attachments will be blocked automatically by the email system. If this causes problems for school work purposes, pupils should contact the ICT support team for assistance.

Pupils should not respond to any communication that makes them feel uncomfortable, is offensive, discriminatory, threatening or bullying in tone and should report immediately such a communication to the ICT support Team.

The school expects pupils to think carefully before they post any information online, or re-post or endorse content created by other people. Content posted should not be able to be deemed inappropriate or offensive, or likely to cause embarrassment to the individual or others.

Pupils must report any accidental access to material of a violent or sexual nature directly to the Head of ICT or another member of staff. Deliberate access to any inappropriate materials by pupils will lead to an incident being recorded on their file and will be dealt with under the school's behaviour management policy. Pupils should be aware that all internet usage via the school's systems and its wifi is monitored.

Certain websites are automatically blocked by the school's filterning system. If this causes problems for school work /research purposes, pupils should contact the Head of ICT for assistance.

Data Storage and Processing

The school takes it compliance with the Data Protection Act 1998 seriously. Please refer to the Data Protection Policy and Acceptable Use Policy for ICT for further details.

Staff and pupils are expected to save all data relating to their work to their School PC or to the school's central server.

Staff devices should be encrypted if any data or passwords are stored on them. The School expects all removable media (USB memory sticks, CDs, portable drives) taken outside school or sent by post or courier to be encrypted before sending.
Staff may only take information offsite when authorised to do so, and only when it is necessary and required in order to fulfil their role. No personal data of staff or pupils should be stored on personal memory sticks, but instead stored on an encrypted memory stick provided by the school.

Any security breaches or attempts, loss of equipment and any unauthorised use or suspected misuse of IT must be immediately reported to the Head of ICT or a member of the SMT.

Password Security

Pupils and staff have individual School network logons, email addresses and storage folders on the server. Staff and pupils are regularly reminded of the need for password security.

All pupils and staff should:

Use a strong password (usually containing eight characters or more, and containing upper and lower case letters as well as numbers), which they should change every 4 months;
Not write passwords down; and
Not share passwords with other pupils and staff.

Safe use of digital and video images

The development of digital imagines technologies has created significant benefits to learning, allowing staff and pupils instant use of images that they have recorded themselves or downloaded from the internet. However, staff, parents and pupils need to be aware of the risks associated with publishing digital images on the internet. Such images may provide avenues for cyberbullying, stalking or grooming to take place. Digital images may remain available on the internet forever any may cause harm or embarrassment to individuals in the short or longer term.

When using digital images, staff should inform and educate pupils about the risk associated with the taking, use, sharing, publication and distribution of images. In particular they should recognise the risks attached to publishing their own images on the internet (e.g. on social networking sites).

Parents are welcome to take videos and digital images of their children at School events for their own personal use. To respect everyone's privacy and in some case protection, these images should not be published on blogs or social networking sites (etc.) without the permission of the people identifiable in them (or the permission of their parents) nor should parents comment on any activities involving other pupils in the digital / video images.

Staff and volunteers are allowed to take digital/video images to support education aims, but must follow this policy and the Acceptable Use Policy for ICT concerning the sharing, distribution and publication of these images. Those images should be taken on school equipment. Staff may use their phones/personal devices to take photos of school events on the strict understanding that these are downloaded onto the school system (within 24 hours) and deleted off their personal devices.

Care should be taken when taking digital /video images that pupils are appropriately dressed and not participating in activities that might bring the individuals or the school into disrepute. Pupils must not take, use, share, publish or distribute images of others.

Written permission from parents or carers will be obtained before photographs of pupils are published on the school website (see acceptable Use Policy for ICT for more information).

Photographs published on the school website, or displayed elsewhere, that includes pupils, will be selected carefully and will comply with good practice on the use of such images. Pupils full names will not be sued anywhere on a website or blog, particularly in association with photographs.

Misuse

The school will not tolerate illegal activities or activities that are inappropriate in a School context and will report illegal activity to the police and/ or the local safeguarding authority.

If the school discovered that a child or young person is at risk as a consequence of online activity, it may seek assistance from CEOP.

Incidents of misuse or suspected misuse must be dealt with by staff in accordance with the school's policies and procedures (See Safeguarding and Promoting Positive Behaviour policies).

The school will impose a range of sanctions on any pupil who misuses technology to bully, harass or abuse another pupil in line with our anti-bullying Policy.

6. Complaints

As with all issues of safety at Elstree, if a member of staff, a pupil or a parent has a complaint or concern relating to e-safety, prompt action will be taken to deal with it. Complaints should be addressed to the Head of ICT (e-safety Lead) or Deputy Head in the first instance, who will liaise with the SMT and undertake an investigation where appropriate. Please see the Complaint policy for further information.

Incidents or concerns around safety will be recorded and reported to the school's Designated Safeguarding Lead, in accordance with the School's Safeguarding Policy.

Child Protection Concern Sheet
Please pass on to Sarah Attwood (DSL) as soon this is completed

Name, age, gender and ethnicity of the child	
Details of the concern and nature of any injury	
Date and time of the incident (if applicable)	
Date and time of the disclosure (or when you became concerned if there was no direct disclosure)	
Names of anyone present at the time of disclosure	
Who raised the concern – you? Someone else?	
What did the child say? (use the child's own words if possible) Please attach any notes to the back of this form. Remember to date and sign them.	
Any immediate action taken – is the child safe?	
What have you said to the child?	
Your name and role	
Date and time this form given to DSL	
Signature	

Appendix 9 – West Berkshire's Information Sharing Agreement flowchart

(Double click in the body of the chart and it will show the flowchart as a PDF)

GUIDANCE
Request for personal data from a third party is received or information is identified which we need to share.
Identify what information needs to be shared, ensure it is being requested by the right person.

IDENTIFIABLE?
Can the individual be identified from the information?

Data Protection does not apply if the individual can't be identified

LAWFUL?
Is this a lawful use of the information and do you have their informed consent?
Note 1

Note: Lawful use means the information is being used for the purpose (or a similar purpose) for which it was collected. Do you need to advise the enquirer that their information has been shared (even if you have permission to do so)

LEGAL
Is there a legal reason to share (such as a contract to provide a service, or a court order)
Note 2

Note: This can include some type of obligation, such as provision of a meals on wheels service or home care on return from hospital, which cannot be carried out without sharing personal data, or a court order or similar which overrules refusal of consent.

AT RISK
Is a child at risk of harm; or another person at risk; or will there be unjustified delay if you seek consent
Note 3

Note: Check the Child Protection Operations flowchart, or for vulnerable adults consult with Social Care for the assessemnt of risk of harm

EXEMPTION?
Does a Data Protection exemption apply?

Note: The exemptions include personal data processed for: prevention or detection of crime, or assessment of tax; required by law or in connection with criminal proceedings; available to the public under an enactment (such as on a register)

SHARE
You can share

RECORD
what information was exchanged, by whom, why & who obtained consent.
Note 4

PROPORTIONATE
Share proportionate level of information – 'need to know'.
Note 5

Consult with the Information Management Team or Legal Services - another condition in the Data Protection Act may apply

Note: The Data Protection Act includes Schedules which provide conditions under which data sharing may be able to be carried out.

Yes — No — No — NO — No — No

No — Yes — Yes — Yes — Yes