

"Safeguarding is not just about protecting children from deliberate harm. It includes issues such as: pupil health and safety; bullying; racist abuse; harassment and discrimination; use of physical intervention; meeting the needs of pupils with medical conditions; providing first aid; drug and substance misuse; educational visits; intimate care; internet safety; school security."

Child protection is the responsibility of everyone at Wycliffe.

The School fully recognises its safeguarding responsibilities. This policy applies to the whole school and all staff, trustees and volunteers working in the School including those in the EYFS provision.

Roles and Responsibilities

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. All members of staff therefore have a duty to safeguard our pupils' welfare and must familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is **everyone's** responsibility. All School staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns.

Mr Simon Collingridge is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. The Trustees will ensure that there is an effective safeguarding policy in place and that a review of the policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation.

The Trustees will:

- ensure that safeguarding is raised at all Council of Trustee meetings
- ensure the Chair of the Welfare Committee regularly reviews the safeguarding files held by the Designated Safeguarding Lead ('DSL'). (Trustees will not usually be given details relating to individual child protection cases or situations to ensure confidentiality is not breached)
- receive regular safeguarding and Gloucestershire Safeguarding Children Executive ('GSCE') updates and training
- in conjunction with the School leadership team, ensure that the DSL and the Deputy DSLs ('DDSL') are properly supported to carry out their roles and responsibilities and that they are given time to fulfil the duties that their role demands
- ensure that the School follows safer recruitment processes
- ensure the Head, the DSL and DDSL, other staff responsible for recruitment and two members of the Trustees undertake safer recruitment training
- ensure a single central record of appointments is maintained of all staff and regular volunteers in accordance with government guidance.

The School leadership team will ensure that the DSL, DDSLs and all staff (including the nominated Trustee) will attend the necessary safeguarding training as set out in this policy.

The School has a main DSL whose role is to take lead responsibility for safeguarding and child protection matters in the School. The School's main DSL is **Kate Corbin**. The DSL's contact details, together with other key people who have specific safeguarding responsibilities, can be found in the Key Contacts Table below. (Appendix I)

The DSL will provide an annual report for the Trustees detailing any changes to this policy and procedures, training undertaken by staff and Trustees and other relevant safeguarding issues.

Ethos

The School recognises the importance of creating an ethos within school that will help children feel safe and confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The School may be the only stable, secure and predictable element in their lives. We also recognise that safeguarding incidents and behaviours can be associated with factors outside of School and can also occur between children outside School. All staff will consider the context when such incidents occur.

The School will endeavour to support all pupils through:

- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children recognise when they don't feel safe and to identify who they should tell
- promoting a positive, supportive and secure environment where pupils can develop a sense of being valued
- the School's Behaviour Policy, which is aimed at supporting vulnerable pupils in the School. The School will ensure that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.

Parents

A statement in the School joining literature will inform parents and guardians about the School's duties and responsibilities under these child protection procedures. Parents can obtain a hard copy of the Safeguarding Policy on request or can access it via the Parent Portal. The Safeguarding Policy is also available on the School's website. We inform parents/guardians that staff are required to follow the School's safeguarding procedures and those laid down by GSCE.

In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, in some cases, it may not be appropriate to inform parents of our concerns without first taking advice from the Local Authority Designated Officer ('LADO')/Designated Officer and/or the police (as appropriate).

We involve parents and other professionals in the community in the School's personal safety programme to raise awareness of the importance of helping children keep themselves safe.

Parents are encouraged to raise any concerns directly with the school, if necessary using this safeguarding policy for concerns about the safety and/or welfare of children. Parents may contact the ISI directly if they wish.

Promoting Awareness

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

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the School. We expect all teaching staff, matrons and medical staff to lead by example and to play a full part in promoting awareness of health, safety and well-being and ensure that teaching is appropriate to the pupils' age and any learning difficulties they may have. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour Policy and in enforcing our Anti-bullying Policy.

Time is allocated in Life Skills/PSHEE to discussions on what constitutes appropriate behaviour and on why bullying and lack of respect for others is never acceptable. Assemblies, Chapel, Drama, RE lessons, House meetings, Tutorials etc. are used to promote tolerance and mutual respect and understanding of others.

All pupils know that there are adults to whom they can turn to if they are worried, including the medical staff, the Chaplain and School Counsellor. If the School has concerns about a child there is always a recognised requirement for sensitive communication and staff are aware of the need to avoid asking leading questions. Our support to pupils includes the following:

- all pupils have access to a telephone helpline enabling them to call for support in private.
- every child has a Prep Diary and/or School Calendar which contains guidance of where to turn for advice, including confidential helplines and web addresses for external specialists such as ChildLine, Kidscape and the Samaritans.
- our House and Medical Centre notice boards display advice on where pupils may seek help.
- we operate a peer counselling scheme whereby trained older pupils are encouraged to offer advice and support.
- we provide leadership training to our Head and Deputy Heads of School, our Prefect Team and our Heads of House which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- we provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. This includes guidance on educating pupils to stay safe including e-safety and online protection. For more details on cyber-bullying please refer to the School's Anti-bullying Policy. E-safety is taught via the ICT programme, Life Skills/PSHEE, via pastoral meetings in House and during tutorials, and cross-curricular via lessons.

Our Prefect and Heads of House systems are regularly supervised by the Senior Deputy Head, the Deputy Head Pastoral and by House Staff. They have been trained to ensure that they are suitable for their duties and do not abuse their roles, which are specified clearly in writing. In particular, Prefects and Heads of Houses are given induction on appointment, which includes how to contribute to the School's Anti-bullying practice, how to respond to allegations of serious bullying or abuse and how to act if they hear allegations of abuse.

Safe Working Practice

The School has developed a clear code of safe practice that staff understand and agree to. The aim of the Staff Code of Safe Practice Policy is to provide clear guidance about behaviour and actions so as not to place pupils or staff at risk of harm or of allegation of harm to a pupil. The **Staff Code of Safe Practice Policy** can be found in the Staff Employment Handbook.

Record Keeping

All concerns, discussions and decisions (together with reasons) made under these procedures are recorded in writing. Safeguarding records are kept centrally and securely by the DSL. Staff are aware that they must make a record to include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Safeguarding records will not be kept in the child's Tutor, House or School file. Access is restricted to the DSL and the Head.

Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within such safeguarding incidents and/or behaviours occur. The School will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

Working with Other Agencies

The School is not an investigating agency and it is essential that safeguarding issues are addressed through agreed procedures. However, like other schools, the School will continue to play a role after referral and will endeavour to develop strong links with partner agencies, particularly social care. The School recognises the importance of multi-agency working and will ensure that staff are able to attend all relevant meetings including case conferences, core groups and strategy meetings.

Child's Wishes

Where there is a safeguarding concern the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by allowing pupils to express their view and give feedback where appropriate. The School will operate processes with the best interests of the pupil at heart.

Boarding School Issues

As a boarding school there are additional factors to consider with regards to safeguarding set out in the National Minimum Standards for Boarding Schools. For example, the School should be alert to inappropriate pupil relationships, initiation type behaviours and the potential for peer on peer abuse, particularly if there is a significant gender imbalance.

SEND

All staff also need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities, including young carers. The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children (this will include extra support in boarding houses, support from medical centre staff, and also from teachers during lessons and through counselling, if required). Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Use of Mobile Phones and Cameras

Staff, children and parents are not permitted to use their own mobile phones to take photographs within the School's EYFS setting; Nursery and up to Reception year. (Staff working with early years must follow the specific guidance given in the Nursery New Staff Information, Learning Journey Information and EYFS Parent's Information documents and in addition be alert to the Prep School Use of Photography and Videos policy.) Please see the School's Data Protection Policy and the Staff Code of Safe Practice Policy for the School's policy on taking photographs of pupils outside of these year groups. Staff who act in breach of this may be subject to disciplinary action.

Teaching Children to Stay Safe

The School recognises the importance of teaching children about safeguarding through the curriculum and Life Skills/PSHEE and how to adjust their behaviours to reduce the risks and build resilience, including radicalisation.

All children are taught about the particular risks associated online and how the internet and social media can be used to bully, groom, abuse and radicalise people. Internet safety is an integral part of the School's IT curriculum.

Online Safety

The School will ensure that:

- appropriate filters and monitoring systems are in place to keep children safe online. The School uses *Smoothwall* for its filtering system and *Securus* for monitoring purposes. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm;
- children are taught about safeguarding, including online; and
- staff are equipped with the knowledge to safeguard children online by attending regular online safety training.

The School's ICT & E-Safety Policy also sets out the school's approach to online safety. The School's ICT & E-Safety Policy also includes detail on the use of mobile technology in school (and accessing 3G, 4G and 5G technology on school premises) and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

Looked After Children

The Trustees ensure that staff members have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority. Staff will be alerted to the particular potential vulnerabilities of any looked after children in the School. The Deputy Head Pastoral is the designated member of staff who has responsibility for their welfare and progress. The School ensures that they are appropriately trained in order to carry out their role and to liaise with virtual school heads.

The use of school premises by other organisations

Where services or activities are provided separately by another body, using the school premises – for example holiday courses – the Trustees will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. The School will also ensure that any necessary vetting checks on the organiser's staff are undertaken by the organisation and that the School has received written confirmation that the required checks have been undertaken before the hirer is permitted to hire the School's premises.

Cross reference to other school policies

The School recognises that a number of other policies and procedures developed and operated by the School form part of the wider agenda of safeguarding and promoting children's welfare and this policy should be read in conjunction with these policies and staff guidelines (See Staff Employment Handbook), which have particular relevance to the *Safeguarding Policy*. These include:

- Anti-Bullying
- Behaviour (which includes Alcohol, Smoking and Drugs)
- Complaints Procedure
- Confidentiality
- DBS & Recruitment
- Data Protection
- Email & Internet
- Equal Opportunities
- First Aid
- Health & Safety
- ICT & E-safety
- Medical (which includes Mental Health)
- Missing Pupil
- Pupil Confidentiality
- Relationships & Sex Education
- Risk Assessment
- Safer Recruitment
- SEND and Learning Difficulties
- Staff Code of Safe Practice

- Statement of Professional Roles & Duties of Teachers
- Transport
- Visitors
- Whistle Blowing

(The above is not an exhaustive list and all policies and procedures can be found in the Staff Employment Handbook/Health & Safety Guidebook/School Policies.)

The Trustees are responsible for ensuring the annual review of this policy.

GENERAL

The School fully recognises its responsibilities for safeguarding children and is committed to establishing a safe environment in which children can learn and develop. The safety and welfare of all our pupils at the School is our highest priority.

At the heart of our policy lies:

- prevention (a positive school atmosphere, careful and vigilant teaching, strong pastoral care, effective support for pupils, provision of good adult role models, an effective safer recruitment policy).
- protection (following agreed procedures; ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns).
- support (for pupils and staff who have been involved in any allegation and/or investigation).

This policy is available on the School website and can be made available to parents upon request. This policy can also be made available in larger print or more accessible format if required.

2. POLICY DEVELOPMENT

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2019) ('KCSIE')
 - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (September 2018) ('WT')
 - Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
 - The Prevent Duty: Departmental advice for schools and child care providers (June 2015)
 - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Gloucestershire County Council as part of the inter-agency safeguarding procedures set up by the GSCE.

(<https://www.gscb.org.uk/i-work-with-children-young-people-and-parents/>)

3. DESIGNATED SAFEGUARDING LEAD for CHILD PROTECTION (DSL)

The DSL for the whole school is **Kate Corbin** who is a member of the senior leadership team. She has been fully trained for the demands of the role in child protection and inter-agency working in accordance with the locally agreed procedures and as set out in Annex B of KCSIE (2018).

The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice.

The DSL will liaise with the local authority when necessary and work with other agencies in line with WT and attend strategy meetings. The DSL will work with partner agencies to seek advice, support and guidance, drawing on multi agency expertise, knowledge and experience when appropriate.

Where a pupil leaves the School, the DSL will ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

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

During term time the DSL and/or DDSLs will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements above apply but in the event of staff being unable to contact the DSL or DDSLs they should make contact directly with local children's service, details of which can be found in the Key Contacts Table below. (Appendix 1)

Full details of the DSL's role can be found in Annex B of *KCSIE* (2019).

In the absence of **Kate Corbin**, reports should be made to Lisa Nicholls, Lynda Askew or Mandy Hawes who are the DDSLs for the School. This ensures that there is the required cover for the role at all times.

Whilst the Trustees are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the DSL remains ultimately responsible for safeguarding and child protection and this responsibility cannot be delegated.

The Deputy Designated Safeguarding Lead (DDSL)

The DDSL for the Senior School is **Lisa Nicholls** (Housemistress). The DDSL will be trained to the same standard as the DSL and, in the absence of the DSL (**Kate Corbin**), will carry out the DSL's functions to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL, the DDSL will assume all of the DSL's role and responsibilities.

Prep School DSL

The DSL for the Prep School is **Lynda Askew** who is Director of Pastoral Care. The DSL for the Prep School is trained to the same standard as the DSL. She will liaise with the DSL for the whole school on any safeguarding concerns regarding children at the Prep School and will carry out the DSL's functions to ensure the ongoing safety and protection of all Prep School pupils.

EYFS Designated Safeguarding Lead (EYFS DSL)

Mandy Hawes (Deputy Nursery Manager) is the Early Years (EYFS) DSL. It is her role to lead responsibility for safeguarding children within the EYFS setting and liaise with agencies as appropriate. It is her role to liaise with the Prep School DSL who will then consult and report directly to the DSL for the whole school as and when necessary. The Prep School DSL, in the absence of the EYFS DSL will carry out the EYFS DSL's functions to ensure the ongoing protection of pupils in the early years' provision. In the event of the long-term absence of the EYFS DSL, the Deputy EYFS DSL will assume all the EYFS DSL's role and responsibilities.

All of the DSL's have job descriptions for their safeguarding roles and key activities. Their training meets the requirements of the DfE's guidance contained in *KCSIE* (2019) and will support learning and understanding of the ever changing landscape of safeguarding which is underpinned by legislation and guidance and includes issues such as radicalisation.

4. AIMS

The School aims to:

- provide pupils with relevant information, skills and attitudes to help them to resist abuse and prepare for the responsibilities of adult life including home and family. Together with these skills we hope that pupils will feel confident they can confide in staff.

- allow staff to be familiar and confident with the appropriate child protection procedures and issues. All staff will receive information about child protection as part of their introduction to the School. This policy is intended to give clear guidance to all staff - teaching and non-teaching on: the signs that may indicate the possibility of abuse and the procedures to follow if there is a safeguarding concern. This includes alleged abuse by one or more pupils against another pupil.
- provide good lines of communication with trusted adults, supported friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role school plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.
- work with parents to build an understanding of the School's responsibility to ensure the welfare of all children and recognition that this may occasionally require cases to be referred to other investigative agencies as a constructive and helpful measure.
- monitor children who have been identified as 'at risk'.
- contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies and schools, thereby contributing towards a more effective detection of the incidence of child abuse i.e. contributing to 'inter-agency working', to the 'common assessment framework' (CAF) or the 'team around the child' (TAC) approach, or to the School contributing to a co-ordinated offer of 'early help', in accordance with WT.
- review the School procedures and improve the way child protection issues are managed.

5. OBJECTIVES

These objectives relate directly to the seven aims of this Safeguarding Policy at the School and are intended to show how the aims are actually put into practice. The skills will be delivered through the Curriculum and especially via Personal, Social and Health Education (PSHEE) through the Life Skills Programme.

- we actively promote fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- we try to create an environment and ethos in which children feel secure, their viewpoints are valued, they are encouraged to talk and they are listened to.
- we provide suitable support and guidance so that pupils have a range of appropriate adults whom they feel confident to approach if they are in difficulties.
- we use the Curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.
- staff treat the children with respect and all pupils are expected to treat each other and staff with respect.
- we look carefully at the role models the School offers pupils through staffing, materials used, selection of curricular content and other experiences.
- we try to impress upon pupils the importance of rejecting violence as a means of resolving conflict.
- we regularly review and evaluate our school policies and practices of social control and behaviour modification.
- we give pupils opportunities to understand, and strategies for coping with stress.
- we give all pupils the opportunities to learn about child development and good parenting.
- we include, in the Curriculum - Life Skills/PSHEE programmes - information on personal safety, including internet/e-safety.
- we offer Early Help and education to prevent so called Honour Based Violence (HBV), Serious Violence, Female Genital Mutilation (FGM), Domestic Abuse (DA), Child Sexual Exploitation (CSE), Peer on Peer Abuse (including 'Upskirting'), Forced marriage (FM) and Trafficking.
- we aim to protect pupils from the risk of radicalisation or other forms of abuse by, for example, filtering access to the internet on school equipment (to help ensure that pupils are safe from terrorist and extremist material online when accessing School (IT) systems) and by establishing a protocol to ensure that visiting speakers are suitable and are appropriately supervised. (See E-safety and Visitors' policies).

6. TRAINING

Induction and training are in line with advice from GSCE.

- Both the DSL and DDSLs undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Training includes local inter-agency working protocols, participation in child protection conferences, supporting children in need, identifying children at risk of radicalisation, record keeping, promoting a culture of listening to children and training in the GSCE's approach to Prevent duties. Further details of the required training content for the DSL are set out in Annex B of *KCSIE* (2019). In addition to their formal training, both the DSL and the DDSLs' knowledge and skills are updated, at regular intervals but at least annually, to ensure they remain conversant with best practice and to keep up with developments relevant to their role. All of the DDSLs are trained to the same level as the DSL. All staff (including the Head) are trained in safeguarding and child protection regularly, in line with advice from GSCE, which states every three years. Training will include online safety and training on harmful sexual behaviours (including peer on peer sexual violence, and harassment). Prevent awareness training will also be part of this to ensure that all staff with the care of children have the knowledge and confidence to identify children at risk of being drawn into terrorism; to challenge ideas which can be used to legitimise terrorism; and know how to refer children and young people for further help. Such training will be updated as appropriate in line with and GSCE advice. In addition, the Head and all staff receive safeguarding and child protection updates as required, but at least annually to provide them with the relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, staff INSET at the start of the academic year, emails, e-bulletins and staff meetings. All new staff, including part-time staff, temporary staff and volunteers, are provided with induction training that includes:
 - the School's Safeguarding Policy (a copy of which is in the Staff Handbook)
 - the Staff Code of Safe Practice Policy including the Whistleblowing Policy, and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media
 - the Behaviour Policy
 - the safeguarding response to children who go missing from education
 - the role and identity of the DSL and Deputy DSL
 - a copy of Part One of *KCSIE* (2019).

School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE* (2019) and also Part 5 (Paragraphs 247-269 – Child on child sexual violence and sexual harassment).

Copies of the above documents are provided to all 'staff' during induction. For staff who cannot read English, the School will take steps to ensure that they understand key information.

Further details of the content of staff training can be found at Appendix IV.

Temporary staff and volunteers are provided with an appropriate level of safeguarding information dependent on their role.

All staff are also required to:

- sign a pro forma to indicate that they have read the School's Safeguarding Policy in its entirety and Part One of *KCSIE* (2019) and that they accept their duty;
- to be familiar with this policy; and to implement this policy and to co-operate with school management in promoting 'Child Protection'.

Each time Part One of *KCSIE* (2019) is updated by the Department for Education (DfE), staff will be updated on the changes via staff INSET, email or e-bulletins together with copy of the new document.

- understand key information contained in Part One of *KCSIE* (2019). The School will ensure staff understanding by highlighting the key information together with simplifying explanations and where relevant giving examples.
- Senior pupils given positions of responsibility over other pupils are briefed on appropriate action to take should they receive any allegations of abuse.

7. INTERNAL CASE REVIEW

A case review is conducted annually, by the DSL, DDSLs, the Head of the Prep School and the Senior School. In addition, the Designated Trustee for Child Protection is updated regarding child protection cases (no details disclosed) at termly Welfare Committee Meetings.

8. SAFER RECRUITMENT

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

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

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the School immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive. This also includes any staff who are disqualified from childcare or registration.

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. This forms part of the School's safer recruitment practices, further details of which can be found in the School's Safer Recruitment Policy.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the HR Manager for more details.

9. DEFINITIONS AND SIGNS AND SYMPTOMS OF ABUSE

It is important that all staff understand that safeguarding and promoting the welfare of children is:

- protecting children from maltreatment
- preventing impairment of children's health or development

- ensuring that children are growing up in circumstances consistent with the provision of safe and efficient care, and
- taking action to enable all children to have the best outcomes.

Child protection is part of safeguarding and promoting welfare. Child protection is the activity undertaken to promote specific children who are suffering, or are likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. All staff must be aware of the signs and symptoms of abuse and neglect.

Abuse or Neglect 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.

Child abuse and neglect manifests itself in a wide variety of ways including:

- **Physical Abuse**
- **Sexual Abuse**
- **Emotional Abuse**
- **Neglect**

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

The departmental advice: *What to do if you are worried a child is being abused – Advice for Practitioners* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_are_worried_a_child_is_being_abused.pdf should be referred to by all staff in raising their awareness of helping them to identify the signs of child abuse. The NSPCC website <https://www.nspcc.org.uk/preventing-abuse/> also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to.

Annex A of *KCSIE* (2019) should be read by School leaders and those staff who work directly with children. Such staff include all teachers and House Staff, games coaches, CCF and D of E volunteers, medical staff, matrons and counsellors.

Staff will be made aware that safeguarding issues can manifest themselves in many ways and can overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truanting, gender based violence and sexting also put children in danger.

10. THE ROLE OF ALL STAFF

Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance "Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to promote the welfare, and protect the safety of children. If in doubt about what information can and should be shared, staff should speak to the DSL.

All staff have a professional duty to:

- observe and be alert to signs of abuse
- report an unexplained absence of more than two days by any pupil with a Child Protection Plan
- be alert to when a child may be in need of early help and aware of the process for making a referral to Children's Social Care and for statutory assessments under the Children Act 1989 that may follow a referral and how they may play a role in such an assessment

- act on **any** concern, suspicion or evidence of abuse or non-accidental injury immediately and in accordance with the procedures laid out in this policy. All forms of self-harm must also be reported
- know the role of the **DSL and DDSLs**
- understand that if a pupil confides in a member of staff that he or she has been abused in any way or staff suspect a pupil is at risk of abuse or neglect, the member of staff must follow the School's Safeguarding procedures as set out in this policy
- enquire about the progress of individual cases in which they are/have been involved and chase up if no update has been provided, or matters do not appear to be progressing
- understand that a number of specific measures may be necessary to protect individual boarders. These will depend on individual case circumstances and may involve the use of the Medical Centre or other appropriate places in order to safeguard the welfare of the pupil concerned
- be familiar with the Staff Code of Safe Practice to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm to a pupil (e.g. one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil and so on)
- be aware of and understand the School's 'Whistle Blowing' Policy
- acknowledge the need for a culture of vigilance to be present in the School to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils, which may indicate they are at risk of radicalisation. Staff will be alert to the signs of vulnerability and/or susceptibilities to any extremist indoctrination, and
- notify the School immediately if there are any reasons why they should not be working with children.

11. PROCEDURES FOR DEALING WITH CONCERNS

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must immediately follow the relevant procedure below. All staff should:

- recognise that abuse is not impossible
- listen carefully - treat the matter seriously
- avoid asking leading questions i.e. questions that might give your own ideas of what might have happened (e.g. "did he do X to you?") – just ask "what do you want to tell me?" or "is there anything else you want to say?"
- reassure the individual that the allegation/complaint will be taken seriously
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- if possible, write brief notes. If staff are not able to write at the time, make an accurate record of what was said and what you have done as soon as possible afterwards. Sign, date and time all notes made. Contemporaneous notes and records should be made on the same working day of any disclosure
- avoid carrying out their own investigation of suspected or alleged abuse – social services and police staff are the people trained to do this – staff could cause more damage and spoil possible criminal proceedings
- ensure that the pupils' wishes and feelings are taken into account when determining the action to take and what services to provide.

This is particularly important in the context of harmful behaviours such as sexual harassment and sexual violence.

House Staff, Heads of House (Prep School) Tutors should ensure that senior pupils know the above points (e.g. Prefects, Heads of Houses, Cadet NCOs, young people leading activities for others at the Senior School – the DSL will arrange appropriate Safeguarding training).

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. Where the allegation relates to harmful sexual behaviours, if possible the disclosure

should be managed with two members of staff present, preferably one of them being the DSL or Deputy DSL.

12. EARLY HELP

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any child may benefit from early help but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory education, health and care plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- has returned home to their family from care
- is showing early signs of abuse and/or neglect
- is at risk of being radicalised or exploited
- is a privately fostered child.

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

13. WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

If staff (including Trustees, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's social care.

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made.

If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

14. WHAT STAFF SHOULD DO IF A CHILD IS IN DANGER OR AT RISK OF HARM

If staff (including Trustees, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the police. **Anyone** can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Staff should not assume that someone else will take action and share information that might be critical in keeping children safe. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and

make a decision about the next steps and the type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

15. WHAT STAFF SHOULD DO IF A CHILD IS SEEN AS AT RISK OF RADICALISATION

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

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

16. WHAT STAFF SHOULD DO IF THEY DISCOVER AN ACT OF FEMALE GENITAL MUTILATION (FGM)

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

17. WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS THAT CHILDREN ARE AT RISK FROM OR INVOLVED WITH SERIOUS VIOLENT CRIME

All staff should be aware of the indicators, which may signal children at risk from, or are involved in serious violent crime such as knife crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or possessions could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

18. WHAT STAFF SHOULD DO IF A CHILD GOES MISSING FROM EDUCATION

Children who go missing from education, particularly on repeat occasions, are a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are set out in the School's Missing Pupil Policy which sets out the procedures to be used for searching for, and if necessary, reporting, any pupil missing from education. Further detail can also be found at Appendix III of this policy.

Where reasonably possible, the School will hold more than one emergency contact number for each pupil to provide the School with additional options to make contact with a responsible adult particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

The School will report to Gloucestershire County Council a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

19. WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS OF ABUSE BY ONE OR MORE PUPILS AGAINST ANOTHER PUPIL

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyber bullying), physical abuse, initiation/hazing violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Peer-on-peer abuse also includes 'upskirting', a criminal offence, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh" or "boys being boys". The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children (this will include extra support in boarding houses, support from medical centre staff, and also from teachers during lessons and through counselling, if required).

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

Peer on peer abuse may be an isolated incident or indeed a series of incidents over a period of time. The School's approach to sexting and how this is approached by the School may be found in the Discipline and Exclusion, the Behaviour and the Anti-bullying Policies, and advice on searching and confiscation can be found in the Searching Pupils Guidelines. The School also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence. As a boarding school there are additional factors to consider with regards safeguarding set out in the National Minimum Standards. For example, the School should be alert to inappropriate pupil relationships, initiation type behaviours and the potential for peer on peer abuse, particularly if there is a significant gender imbalance.

The School takes steps to minimise the risk of peer-on-peer abuse via Life Skills/PSHEE and vigilance by staff and the pupils themselves, in classrooms, on campus and especially within the boarding houses.

It is important that the children involved (both the alleged perpetrator and the victim) receive the correct help at the right time to address risks and prevent issues escalating. Victims and perpetrators of peer on peer abuse will therefore be offered support by the School, as appropriate – e.g. counselling.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies. Where an issue is borderline, the DSL may seek advice from Children's Social Care without necessarily making a referral.

Any allegations made against other pupils must be reported in writing immediately to the Head and the DSL so that appropriate action can be taken. If a staff member is unsure they should always speak to the DSL.

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

School and advice will be sought as necessary from GSCC or police as appropriate. Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. If the DSL decides to make a referral to Children's Social Care and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

It is important to be aware that boarders can be particularly vulnerable and that staff should be alert to pupil relationships and the potential for peer abuse.

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

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

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

20. WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT ANOTHER MEMBER OF STAFF

If staff have concerns about another staff member, then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Trustees. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the LADO. Staff may consider discussing any concerns with the School's DSL and make any referral via them.

Managing Allegations of Abuse against Teachers and Other Staff (including the Head, Trustees and Volunteers)

The School's procedure for managing allegations against teachers, other staff or volunteers currently working in the School follows the DfE guidance *KCSIE* (2019) and GSCC local arrangements.

The procedure below is followed when staff or volunteers have (or alleged to have):

- behaved in a way that has harmed a child, or may have harmed a child
- possibly committed a criminal offence against or related to a child or
- behaved towards a child or children in a way that indicated that he or she may pose a risk of harm if he or she works regularly or closely with children.

All staff, governors and volunteers (including those senior pupils in a position of responsibility) have a responsibility to familiarise themselves with this procedure so that they can understand what to do if they receive an allegation against a member of staff or have concerns about the behaviour of a member of staff.

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

The School will liaise with the LADO and social care services as to managing confidentiality as appropriate.

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

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

Procedure

1. Allegations which appear to meet the above reporting criteria are to be reported straight away to one of the 'case managers' who are the Head and the DSL. If an allegation is reported to the DSL, the DSL will keep the Head informed. In the absence of the Head or the DSL, the allegation should be reported to the Chair of Trustees. Should the initial allegation first be made to any other member of staff then that member of staff must either request the person raising the allegation to report it to the Head or DSL, or if that is not possible, to pass details of the allegation to the Head immediately.

Where the allegation is made against the Head or DSL, the person must immediately inform the Chair of Trustees, without first notifying the Head or DSL.

Where an allegation is made against the DSL, you should immediately contact the Head or the Chair of Trustees.

Where an allegation is made against a Trustee, you should immediately contact the Chair. The Chair will discuss the matter with the LADO before any further action is taken.

Where an allegation is made against the Chair, the person should immediately contact the Designated Trustee for Child Protection without notifying the Chair first. The Designated Trustee for Child Protection will discuss the matter with the LADO before any further action is taken.

If a staff member is unsure they should always speak to the DSL. In exceptional circumstances, such as in an emergency or where the staff member has a genuine concern that appropriate action has not been taken, staff members can speak directly to Children's Social Care.

2. The LADO will be informed of all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm.

The case manager (or relevant member of staff) should immediately discuss the matter with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the police and/or children's social care. Where necessary, the LADO will obtain further details of the allegation and the circumstances in which the allegation was made. The School will act in accordance with any advice given by the LADO and will not investigate allegations or inform any individuals without the LADO's consent.

3. The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by Children's Social Care or the police. The case manager will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case and will consider what other support is appropriate for the individual.

4. During the course of the investigation the School, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 and in *KCSIE* (2019) relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.
5. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, WT and *KCSIE* (2019) when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
6. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
7. The School may take action in the event of allegations against staff in accordance with its disciplinary procedures, subject always to prior discussion with the LADO. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary for State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.
8. The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), unfounded (no evidence or proper basis which supports the allegation being made) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive).
9. On conclusion of the case, the case manager should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.
10. In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

Early Years Foundation Stage – the DSL will inform Ofsted as soon as reasonably practicable and at the very latest within 14 days of any allegation of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere).

Suspension

Suspension will not be an automatic response to an allegation but will be considered where the circumstances warrant it, including:

- there is cause to suspect a child or other children at the School is or are at risk of significant harm
- the allegation warrants investigation by the police
- the allegation is so serious that it might be grounds for dismissal
- it is necessary to progress the investigation

If suspension is deemed appropriate, the reasons and justifications will be recorded by the School and the individual will be notified of the reasons usually within one working day.

Duty of care

The School recognises that it has a duty of care towards its employees and will ensure support is in place for individuals facing an allegation. Individuals should be informed of concerns or allegations and given an explanation of the likely course of action as soon as possible, unless external agencies object to this.

Record keeping

The School will keep a clear and comprehensive record of any allegation made, the action taken and decisions reached. The School will provide the accused person with a copy of the record following consultation with the appropriate agencies and agreement has been reached as to what information can be disclosed. The record will be kept confidentially on the personnel file.

Malicious, unsubstantiated or false allegations

Allegations that are found to be malicious will be removed from the personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* (2019) and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child's Sexual Abuse (IICSA). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

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

Timescales

It is in everyone's interest for cases to be resolved as quickly as possible consistent with a fair and thorough investigation.

Historical/non-recent allegations of abuse

Should historical/non-recent allegations of child abuse be made against a teacher who is no longer teaching, the School will, in accordance with *KCSIE* (2019), report the matter to the police. Similarly, allegations against a teacher who is no longer working at the School will also be referred to the police. The Head or DSL should be informed of any non-recent allegations of abuse.

21. WHISTLEBLOWING

If staff and volunteers have concerns about poor or unsafe practices or potential failures in the School's safeguarding regime, these should be raised in accordance with the School's Whistleblowing Policy which can be found in the Staff Handbook. If a teacher or member of staff has concerns about the behaviour of another member of staff which is likely to put pupils at risk of abuse or other serious harm, it may be dealt with in accordance with the School's Managing Allegations of Abuse against Staff procedure (see above). Such reporting will be without prejudice to the member of staff's position in the school. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

Where there are allegations of criminal activity, the LADO will always be informed, and advice taken (including from the police, where appropriate) before the School undertakes any investigation of its own. Wherever possible, and subject to the rights of the pupil, the member of staff will be informed of the outcome of the investigation.

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

22. EVALUATION, MONITORING AND COMPLIANCE OF THIS POLICY

The Trustees undertake an annual review of the Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged. The Trustees' Welfare Committee will monitor the implementation of this policy, the School's safeguarding procedures and the efficiency by which the School's duties have been discharged. The School will remedy any deficiencies or weaknesses in child protection arrangements without delay, not just at the next policy review, should this be appropriate. Where a substantial allegation is made against another member of staff, the School will work with the LADO to determine whether any improvements can be made to the School's procedures or practices to help prevent similar events in the future.

The College Solicitors assist with the annual policy review. The DSL holds accurate and up to date records of policy review and implementation.

The School monitors and evaluates its Safeguarding Policy and procedures through the following activities:

- Trustee visits to the School – Council meetings and Welfare Committee meetings
- review of Safeguarding cases by the Designated Safeguarding Trustee – the Chair of the Welfare committee
- Senior Leadership Team discussion sessions with children and staff
- regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school
- frequent scrutiny of attendance data
- logs of bullying and/or racist behaviour incidents are reviewed regularly by the Senior Leadership Team and the Trustees
- regular review of parental concerns and parental questionnaires, and
- regular review of child-specific leisure/common rooms and clubs/activities at lunchtime and after school.

In summary, the School is committed to:

- information sharing and inter-agency working with GSCE, Children's Social Care, police, Child and Adult Mental Health Service, Children and Young People's Service, education welfare service, educational psychology service and other relevant agencies to promote and safeguard the welfare of children in accordance with the Information Sharing guidance
- following the procedures in accordance with GSCE and guidance issued by the DfE
- ensuring the operation of safe recruitment practices in checking the suitability of staff and volunteers (including those employed by another organisation) to work with children are always followed, including enhanced DBS checks and compliance with Independent Schools Standards Regulations, National Minimum Standards for Boarding Schools and DfE guidance issued under section 157 of the Education Act 2002 (See separate Policies on Recruitment and DBS)
- carrying out necessary checks on the School's governing body in accordance with the Independent Schools Standards Regulations and National Minimum Standards for Boarding Schools and DfE guidance issued under section 157 of the Education Act 2002
- ensuring that a referral to external organisations such as DBS and TRA are made in accordance with this policy

- establishing and maintaining a safe environment in which children feel secure, can learn and develop, are encouraged to talk, and are listened to
- raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- ensuring that in the Early Years setting the use of personal mobile phones and cameras is not permitted and that if children have their photographs taken, it is performed with a school camera and only to provide evidence of their achievement for development records. Staff and visitors are not permitted to use personal mobile phones or cameras to take or record any images of children in the EYFS setting
- supporting pupils who have been abused in accordance with his/her agreed child protection plan
- ensuring that, where a pupil with a Child Protection Plan leaves, their information is safely and securely transferred to the new school (separately to the main pupil file) immediately and that the child's social worker is informed
- supporting staff with specialist support and counselling should they require it, following disclosures of abuse
- recognising that all matters relating to child protection are confidential so the Head or DSL will only disclose any information about a pupil to other members of staff on a need to know basis only
- all staff must be aware that the School has a legal responsibility to share information with other agencies in order to safeguard children.

23. ACKNOWLEDGEMENT

The School acknowledges the assistance/guidance provided by:

- The Disclosure and Barring Service (DBS)
- The Independent Schools' Inspectorate (ISI)
- The Office for Standards in Education (OFSTED)
- The National Society for the Prevention of Cruelty to Children (NSPCC)
- Investigation and Referral Support Coordinators Network (IRSC)
- The Boarding Schools' Association (BSA)
- The Independent Schools' Bursars Association (ISBA)
- Harrison Clark Rickerbys Solicitors

Member of Staff responsible: Kate Corbin (Deputy Head Pastoral)

The Policy published and effective from: September 1999

Reviewed, approved and signed off by Trustees

Reviewed Annually in July (or when new Safeguarding/CP legislation comes into force)

APPENDIX I

Key Contacts

Kate Corbin: Deputy Head Pastoral (DSL Whole School)	01453 820415 (Office Number – office hours) 01453 822432 (Senior School – office hours) 07591 952289 (Mobile Number) Email: Kate.Corbin@Wycliffe.co.uk
Lisa Nicholls: Housemistress (Deputy DSL)	01453 820455 (Office Number – office hours) 01453 822432 (Senior School – office hours) 07968 423629 (Mobile Number) Email: Lisa.Nicholls@wycliffe.co.uk
Lynda Askew: Director of Pastoral Care (DSL Prep School)	01453 820474 (Office Number) 07968 423607 (Mobile Number) Email: Lynda.Askew@wycliffe.co.uk
Mandy Hawes: Deputy Nursery Manager (DSL Early Years Foundation Stage)	01435 820386 (Office Number) 01453 820475 (Office Number) Email: Mandy.Hawes@wycliffe.co.uk
Simon Collingridge: Designated Trustee for Safeguarding (Lawyer)	Contact details to be requested from the Head or from the Director of Finance & Operations when required
Nick Gregory: Head	01453 822432 (Senior School Reception – office hours) Email: Head@wycliffe.co.uk
Robin Bacon: Chair of Trustees	Contact details to be requested from the Head or from the Director of Finance & Operations when required chair@wycliffe.co.uk
Kate Corbin: Deputy Head Pastoral (Designated Teacher for Looked After Children & Designated Mental Health Lead)	01453 820415 (Office Number – office hours) 01453 822432 (Senior School – office hours) 07591 952289 (Mobile Number) Email: Kate.Corbin@Wycliffe.co.uk
Glos. Safeguarding Children Executive (GSCE) Emergency Duty Team: (Out of Hours) Stroud (Community Social Workers): Glos. Social Care Services - Children & Families Helpdesk:	01452 426565 Email: gscb@gloucestershire.gov.uk 01452 614194 or 101 (police) 01452 328130 01452 426565 Email: childrenshelpdesk@gloucestershire.gov.uk
Local Authority Designated Officer (LADO) GSB Business Unit, Block 1, Shire Hall GL1 2TP Allegations Management Coordinator	Nigel Hatten Email: Nigel.Hatten@gloucestershire.gov.uk 01452 426994 / 425017 / 07783691575 Tracy Brooks Email: Tracy.Brooks@gloucestershire.gov.uk 01452 426320
Gloucestershire Police: Child Abuse Investigation Team (CAIT): Central Referral Unit	101 / 999 / 0845 090 1234 01242 261112 01242 247999

WYCLIFFE COLLEGE SAFEGUARDING POLICY



Glos. County Council Operations Director Children's Safeguarding & Care Shire Hall, GL1 2TP	01452 583578 Email: kathy.omahony@gloucestershire.gov.uk GSCB: www.gscb.org.uk
OFSTED EYFS (Registering Authority for the EY Register) Piccadilly Gate, Store Street, Manchester M1 2WD OFSTED Safeguarding Children	0300 123 1231 Email: enquiries@ofsted.gov.uk 0300 123 4666 (Monday- Friday from 8am to 6pm) Email: Whistleblowing@ofsted.gov.uk
Disclosure & Barring Service (DBS): DBS Customer Services PO Box 3961 Royal Wootton Bassett SN4 4HF DBS Barring service: PO Box 3963 (address above)	03000 200 190 Email: customerservices@dbs.gsi.gov.uk 03000 200 190
Prevent Team Gloucestershire Constabulary	0845 090 1234 Special.Branch@gloucestershire.pnn.police.uk Prevent - Home Office website: www.gov.uk/government/organisations/home-office
Teaching Regulation Agency Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT	0207 593 5393 E-mail: misconduct.teacher@education.gov.uk
NSPCC whistleblowing advice line Weston House, 42 Curtain Road London EC2A 3NH	0800 028 0285 Email: help@nspcc.org.uk
Support and Advice about Extremism Prevent Team Gloucestershire Constabulary LA Prevent Lead : Adam Morris / Matt Morris Gloucestershire Constabulary Waterwells, 1 Waterwells Drive, Gloucester GL2 2AN DfE (non-emergency prevent advice) Police	0845 090 1234 Email: Special.Branch@gloucestershire.pnn.police.uk Prevent - Home Office website: www.gov.uk/government/organisations/home-office Ext 2802. Direct Dial 01452 752802 Group – 01452 754319 Force Control Room - 101 Email: Special.Branch@gloucestershire.pnn.police.uk 020 7340 7264 Email: counter-extremism@education.gov.uk 0845 090 1234 EMERGENCY: 999 NON EMERGENCY NUMBER: 101
Children's Commissioner for England Office of the Children's Commissioner Sanctuary Buildings, 20 Great Smith Street, London SW1P 3BT Advice Team for Children	Anne Longfield 020 7783 8330 Website: www.childrenscommissioner.gov.uk Email: info.request@childrenscommissioner.gov.uk 0800 528 0731 Email: help.team@childrenscommissioner.gov.uk
Independent Schools Inspectorate	0207 6000100 Email: concerns@isi.net

All Houses should display the relevant telephone 'Help Line Numbers' for pupils to contact: ChildLine; CareLine; Samaritans; Rape Crisis; NSPCC; Counselling Service; Independent Person etc.

APPENDIX II

<p style="text-align: center;">Wycliffe College Safeguarding Guidelines</p> <p><i>"The school's aim is to ensure that pupils live and work in a safe environment where they are respected and listened to by adults. In this environment children will feel confident and be able to approach adults about matters of concern to them. All adults who work in the school will have knowledge of child abuse matters and be sensitive to the signs of children who are in distress or under stress of some kind."</i></p> <p style="text-align: center;"><i>A Code of Good Practice for all Staff working for Wycliffe College</i></p>	<p>WHAT TO DO....</p> <p>If a pupil discloses to you abuse by someone else:</p> <ul style="list-style-type: none"> • offer immediate support, understanding and reassurance explaining that you must pass on information and that you cannot promise confidentiality • allow him or her to speak without interruption, accepting what is said, but do not investigate • alleviate feelings of guilt and isolation, while passing no judgement-use phrases like 'I believe you', 'it's not your fault' and 'I am going to help you' • let the child know you are pleased he or she has shared this information with you <p>If you have concerns about a pupil (as opposed to a pupil being in immediate danger):</p> <ul style="list-style-type: none"> • report the matter to the Designated Safeguarding Lead (DSL) for Child Protection without delay to agree a course of action. However, any member of staff may make a referral to Children's Social Care – if you make a direct referral, inform the DSL that you have done so as soon as possible. <p>If you suspect that a pupil is in immediate danger or is at risk of harm:</p> <ul style="list-style-type: none"> • refer the matter to Children's Social Care and/or the police immediately. If you have to make a referral direct, inform the DSL that you have done so as soon as possible. <p>If you receive an allegation about any adult or about yourself:</p> <ul style="list-style-type: none"> • immediately tell the case manager <p>In all cases:</p> <ul style="list-style-type: none"> • record the facts and ensure that you have made a report and refer as appropriate • you must refer; you must not investigate
<p>YOU MUST....</p> <ul style="list-style-type: none"> • treat all pupils with respect • always try to be an exemplary role model for pupils • respect a pupil's right to personal privacy • where possible, avoid one-to-one situations and ensure there is always another adult present, or that you are within sight or hearing of others if you intend to discuss sensitive issues with a pupil • remember that someone else might misinterpret your actions, no matter how well-intentioned 	<p>YOU MUST NOT....</p> <ul style="list-style-type: none"> • have inappropriate physical or verbal contact with children or young people in or out of school • make suggestive or derogatory remarks or gestures in front of pupils • show favouritism to any individual • rely on your good name or that of the School to protect you • believe 'it could never happen to me' or others • exaggerate or trivialise child abuse issues • jump to conclusions or make assumptions about others without checking facts • allow yourself to be drawn into inappropriate attention-seeking behaviour (Please refer to Staff Code of Safe Practice for further guidelines)

Kate Corbin (DSL)

APPENDIX III

1. TYPES OF CHILD ABUSE AND THEIR POSSIBLE SIGNS/SYMPTOMS

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another. It can therefore manifest itself in a wide variety of ways.

1.1 Physical Abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Typical signs of Physical Abuse are:

- bruises and abrasions - especially about the face, head, genitals or other parts of the body where they would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently
- slap marks – these may be visible on cheeks or buttocks
- twin bruises on either side of the mouth or cheeks - can be caused by pinching or grabbing, sometimes to make a child eat or to stop a child from speaking
- bruising on both sides of the ear – this is often caused by grabbing a child that is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury
- grip marks on arms or trunk - found in babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, i.e. a brain haemorrhage as the brain hits the inside of the skull. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
- black eyes/bilateral black eyes - are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred
- damage to the mouth - e.g. bruised/cut lips or torn skin where the upper lip joins the mouth
- bite/teeth marks
- fractures - in children less than 2 years
- poisoning and other misuse of drugs - e.g. overuse of sedatives
- burns and/or scalds - a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin splashes caused when a child accidentally knocks over a hot cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks
- unexplained injuries or refusal to discuss them
- fear of medical treatment
- self-destructive tendencies
- unexplained patterns of absence that could be in order to hide injuries
- female genital mutilation (FGM) – all procedures that involve partial or total removal of external female genitalia, or other injury to the female genital organs for non-medical reasons. It is performed a few days after birth to age 15, and occasionally in adulthood. It is practised in 28 countries in western, eastern and north-eastern Africa, particularly in Egypt and Ethiopia, and in parts of Asia and the Middle East. There are numerous serious short and long term physical health consequences, in addition to the psychological and mental health consequences. Further information on this can be found under section 6 below.

1.2 Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of

what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence is sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

The key elements in any definition of child sexual abuse are:

- betrayal of trust and responsibility
- abuse of power for the sexual gratification of the abuser
- inability of child to consent.

Typical signs of Sexual Abuse are:

- a detailed sexual knowledge inappropriate to the age of the child
- behaviour that is excessively affectionate or sexual towards other children or adults
- attempts to inform by making a disclosure about the sexual abuse often begin by the initial sharing of limited information with an adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- a fear of medical examinations
- a fear of being alone – this applies to friends/family/neighbours/ baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- excessive masturbation is especially worrying when it takes place in public
- promiscuity
- unusually explicit or detailed sex play in young children
- sexual approaches or assaults - on other children or adults
- pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified
- bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- discomfort or pain particularly in the genital or anal areas
- the drawing of pornographic or sexually explicit images.

1.3 Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views,

deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

All abuse involves some emotional ill treatment.

- 1.4 Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

The typical signs of Neglect are:

- underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children also lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern
- inadequately clad - a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving.

Neglect is a difficult category because it involves the making of a judgement about the seriousness of the degree of neglect.

Much parenting falls short of the ideal but it may be appropriate to invoke child protection procedures in the case of neglect where the child's development is being adversely affected.

2. THE SYMPTOMS OF STRESS AND DISTRESS

When a child is suffering from abuse or neglect he/she will nearly always suffer from/display signs of stress and distress.

An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration, a sudden change in/a fall-off in school performance
- extreme passivity or aggressive/hostile behaviour
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- difficulties in relationships with peers/social isolation
- regression to more immature forms of behaviour, e.g. thumb sucking
- self-mutilation/self-harming or suicidal behaviour
- low self-esteem
- wariness, insecurity, running away or truancy - children who persistently run away from home may be escaping from sexual/physical abuse
- disturbed sleep/tiredness
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour

- fear of medical treatment
- unexplained patterns of absence to hide injuries
- 'chronic' medical problems (stomach pains/headaches)
- drug/solvent abuse
- telling of a 'friend with a problem of abuse'
- anorexic/bulimic
- excessive fear of certain situations or people.

3. PARENTAL SIGNS OF CHILD ABUSE

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries
- unwillingness to seek appropriate medical treatment for injuries
- injured child kept away from school until injuries have healed without adequate reason
- a high level of expressed hostility to the child
- grossly unrealistic assumptions about child development
- general dislike of child-like behaviour
- inappropriate labelling of child's behaviour as bad or naughty
- leaving children unsupervised when they are too young to be left unattended.

4. SPECIFIC SAFEGUARDING ISSUES

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and 'upskirting'. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; homelessness; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting and trafficking.

5. CHILD SEXUAL EXPLOITATION (CSE)

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.

What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress

- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

6. SO CALLED 'HONOUR BASED' VIOLENCE ('HBV')

So called HBV can include forced marriage and Female Genital Mutilation (FGM) and practices such as breast ironing. School staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the *Multi-agency statutory guidance of FGM* (<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>) and pages 13-14 of the *Multi-agency guidelines: Handling a case of forced marriage* (<https://www.gov.uk/guidance/forced-marriage>).

FEMALE GENITAL MUTILATION (FGM)

What is FGM?

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- preserves a girl's virginity
- part of being a woman / rite of passage
- upholds family honour
- cleanses and purifies the girl
- gives a sense of belonging to the community
- fulfils a religious requirement
- perpetuates a custom/tradition
- helps girls be clean / hygienic
- is cosmetically desirable
- mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- child talking about getting ready for a special ceremony
- family taking a long trip abroad

- child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- knowledge that the child's sibling has undergone FGM
- child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:

- prolonged absence from school and other activities
- behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- bladder, stomach or menstrual problem
- spending longer than normal in the bathroom due to difficulties urinating
- finding it difficult to sit still and looking uncomfortable
- difficulties walking or standing
- complaining about pain between the legs
- mentioning something somebody did to them that they are not allowed to talk about
- secretive behaviour, including isolating themselves from the group
- reluctance to take part in physical activity
- repeated urinal tract infection
- reluctance to undergo medical examination
- disclosure.

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

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

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. Suspected FGM cases are to be referred to the police immediately.

FORCED MARRIAGE

Forced marriage should always invoke child protection procedures within the School.

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is a marriage conducted without the full consent of both parties, and one where duress, threats or any other form of coercion is used. Threats can be physical or emotional and psychological. A forced marriage is not the same as an arranged marriage – in an arranged marriage the families take a leading role in choosing the marriage partner. The marriage is entered into freely by both people.

Warning signs can include a sudden drop in performance, truancy from lessons and conflicts with parents over continuation of the student's education. There may be excessive parental restrictions and control, a history of domestic abuse within the family, or extended absence through sickness or overseas commitments. Students may also show signs of depression or self-harming, and there may be a history of older siblings leaving education early to get married.

Schools play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage.

Further guidance is available from The Forced Marriage Unit:
Tel: (+44) (0)20 7008 0151 between 9.00 a.m. and 5.00 p.m. Monday to Friday
Emergency Duty Officer (out of hours): (+44) (0)20 7008 1500
E-mail: fmf@fco.gov.uk
Website: www.fco.gov.uk/forcedmarriage

7. RADICALISATION

Protecting children from the risk of radicalisation is seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing 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. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Signs and indicators of a child who is in the process of being radicalised may include:

- self-identification e.g. naming new ideological leaders/role models, lingering concerns with questions of meaning and identity, concentrated self-image
- very strong devotion to a particular cause, new-found patriotism
- an 'Us Versus Them' societal view e.g. seeing society as the enemy, verbal expression against the government, expressed feelings of disconnection, change in personal narrative
- social interaction e.g. disconnecting with a former community, initiating personal violence, forcing customs on others, untouchable demeanour, dependence on communication technology
- persona e.g. change in personality, particular emotional expressions
- association e.g. associating with Extremist Groups, word choice, change in physical appearance and/or attire, internet identity, training and/or travel for training.

The School recognises that pupils may be at risk of being drawn into terrorism and as such, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Trustee responsible for Safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and that they are regularly revised.

8. VISITING SPEAKERS

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

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

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

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

For further information on visiting speaker's in school, please refer to the School's Visitors' Policy and Visitors' Leaflet.

9. CHILDREN MISSING FROM EDUCATION

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the School's procedures for dealing with children that go missing from education (see Missing Pupil Policy), particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. All unexplained absences will be followed up in accordance with the Missing Pupil Policy.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

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

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

School attendance registers are carefully monitored to identify any trends. The School will inform Gloucestershire County Council (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

10. DOMESTIC ABUSE

Domestic abuse includes any incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional abuse.

Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. The School should be mindful that children can often blame themselves for the abuse

or may have had to leave the family home as a result of the abuse. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

11. HOMELESSNESS

Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The School should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse, and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

12. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

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

These can include:

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

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

13. LESBIAN, GAY, BI OR TRANS (LGBT)

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

14. CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

15. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The School may refer some parents and carers to this service where appropriate.

16. CHILD CRIMINAL EXPLOITATION: COUNTY LINES

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have

been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years
- can affect any vulnerable adult over the age of 18 years
- can still be exploitation even if the activity appears consensual
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- can be perpetrated by individuals or groups, males or females, and young people or adults, and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

17. SERIOUS VIOLENCE

All staff should be aware of indicators, which may signal children at risk from, or are involved in serious violent crime such as knife crime. These may include increased absence from School, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by or are involved with, individuals associated with criminal networks or gangs.

APPENDIX IV

SAFEGUARDING TRAINING & INDUCTION OF NEW STAFF

Introduction

Wycliffe College believes that a comprehensive induction programme helps all of our new members of staff to settle into school as quickly as possible, and start to make an effective contribution. Every new member of staff is given an induction programme that is tailored to his or her roles and responsibilities. All new teaching staff are allocated a mentor in their first year, whose role is to provide informal support and assistance.

Induction Procedures on Safeguarding

Every new member of the teaching and non-teaching staff, including peripatetic musicians and sports coaches, is required to attend a training session on child protection, which includes Prevent Duty awareness. These sessions are organised by the DSL and every effort will be made to hold them within the first week of the arrival as a new member of staff at the School. Similar training is offered to Trustees and to parents who help with activities that bring them into contact with children. The only adults who work or visit the school who are exempted from this requirement are:

- night-time cleaners, whose hours of work mean that they do not have contact with pupils – if there is any possibility that any night-time cleaners may have contact with boarders, then they will receive safeguarding training
- occasional visitors, including occasional lecturers and contractors, who sign in and are given a security badge by the School Receptionist, who are escorted throughout their visit and receive safeguarding information via the Visitors' leaflet
- contractors working on a designated site that is physically separated from the rest of the School, who are required to sign in and out at their site office and wear security badges at all times, (contractors will however, be informed of the School's policies with regards Safeguarding/Child Protection and the Staff Code of Safe Practice by the Director of Finance and Operations)
- contractors working during the school holidays, unless holiday courses are in progress or the School is let to a summer school.

Training Objectives

SAFEGUARDING/CHILD PROTECTION IS ALWAYS OUR TOP PRIORITY

Every member of staff needs to be confident that he or she understands his or her role in:

- keeping children safe
- promoting the welfare of pupils (and in particular, being alert to those with a disability, specific additional needs and SEND)
- promoting equal opportunities and inclusion
- preventing bullying and harassment
- preventing pupils being drawn into radicalisation.

Everyone is required to take part in the training, which includes Prevent Duty awareness, no matter what their previous background or level of expertise. Staff are regularly reminded of the Staff Code of Safe Practice.

Safeguarding Training is recorded and records are kept by the DSL.

Topics covered in Training

Our Induction training will cover:

1. The Pupil Welfare Systems

Starting with the roles of the following structures:

- the Trustees formally consider child protection issues once a year, with day to day issues being delegated to its Welfare Committee which meets once a term. This Committee is chaired by the Chairman of Welfare Committee, who is also the Trustee for Child Protection issues
- the roles of the Senior Leadership Team, the Senior Management Team and the DSL. The weekly pastoral ('House Staff') meetings, which includes the Senior Deputy Head, the Deputy Head Pastoral, the Deputy Head Academic, House Staff, the Chaplain, the School Nurse, the Estates Bursar and the Domestic Bursar
- the regular monitoring arrangements by the Housemasters/Housemistresses, Assistant House Staff/Tutors, Head of Sixth Form/Head of Lower School
- the role of the School Counsellor
- the Prefect/Heads of House Systems and the training in leadership given to senior pupils
- the role of the School Council
- our partnerships with parents and guardians.

Also covered are the arrangements for providing additional support for pupils with SEND and for whom English is an additional language.

2. The Legal Framework for our Safeguarding and Anti-bullying policies

We describe this briefly and cover our policies on:

- Anti-bullying
- Behaviour (which includes Alcohol, Smoking and Drugs)
- SEND & Learning Difficulties
- Equal Opportunities
- Educational Visits
- Additional School Rules
- Pupil Confidentiality
- Missing Pupils
- Medical (which includes Mental Health)
- Staff Code of Safe Practice
- Whistle-blowing

Copies of these documents can be found on the staff intranet, in the Staff Handbook and on our website.

3. Understanding Challenging Behaviour

We draw upon national guidance relating to the safeguarding and protection of children, the signs of abuse, the duties of staff, as well as the role of specialist agencies. We explain our expectations of how they should respond in a difficult situation and why they cannot promise confidentiality to a pupil.

4. Part One of KCSIE (2019) and the School's Policies on Safeguarding/Child Protection, Whistleblowing and the acceptable use of technologies policy, staff/pupil relationships and communications including the use of social media.

All new staff will be given a copy of Part One of KCSIE (2019) and will be expected to become familiar with our policies on:

- Safeguarding/Child Protection
- The Behaviour policy
- The safeguarding response to children who go missing from education
- The Staff Code of Safe Practice

- Student Confidentiality
- Whistle-blowing

All staff will also be trained on the role and identity of the DSL and Deputy DSLs. School leaders and staff who work directly with children will also be given Annex A of KCSIE (2019) to read and also Part 5 (Paragraphs 247-269 – Child on child sexual violence and sexual harassment).

5. Visitors and site security

This covers the need for all visitors to be signed in at Reception and to be escorted at all times when on School site and that they must not be left unsupervised with pupils at any point. Visitors are given a Visitors Leaflet containing details of safeguarding information.

6. Effective record keeping

Why effective record keeping matters and the importance of contemporaneous notes.

7. Refresher Training

The Head and all staff receive appropriate safeguarding and child protection training which is regularly updated in line with advice from GSCE. In addition, the Head and all staff receive regular informal safeguarding and child protection updates as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively.

All attending will record their attendance and a central register of Safeguarding Training, noting teaching and non-teaching staff names, job title/role and date of training, which will be held by both the HR Manager and the DSL.

8. Responding when children tell about abuse

Whilst the primary function of School staff is to listen and record, some casual questioning may be appropriate. The child should not be interrogated. Any questions should aim to obtain basic information. If the child does not respond, the matter should not be pursued further by the individual member of staff. The pursuit and recovery of evidence is a matter for the police. Where questions are asked, 'open-ended' questions should be used rather than 'leading' questions which suggest possible answers. The best questions to ask are 'TED' questions: Tell, Explain, Describe.

- 'Tell me what happened.'
- 'Please explain what you meant when you say.....'
- 'Can you describe the person?' or 'Can you describe the place?'

NQT Induction

NQT Induction is arranged by the Deputy Head Academic. The Deputy Head Academic also ensures that students undergoing Initial Teacher Training at the School meet with the Deputy Head Pastoral (Designated Safeguarding Lead) for induction and training in child protection, at the start of their placement.

SAFEGUARDING INDUCTION PROCEDURES

Please sign and return to the DSL

I

.....
(PRINT NAME & add Job Title)

have attended an induction session on Safeguarding and Child Protection procedures.

As a result:

- [I] I am familiar with the contents of the following documents:
- (i) Safeguarding and Whistleblowing Policies
 - (ii) Staff Code of Safe Practice
 - (iii) Behaviour Policy
 - (iv) Missing Pupil Policy, including the safeguarding response to children who go missing from education
 - (v) Pupil Confidentiality Policy
 - (vi) Use of ICT, AUP, Mobile Phones and other Electronic Devices
 - (vii) E-safety Policy, Photography and using Images of Children
 - (viii) Procedures when a member of Staff, Volunteer, Designated Safeguarding Lead or Head faces Allegations of Abuse
 - (ix) Checking Employees, temporary Workers, Trustees, Proprietors, Volunteers and Contractors
 - (x) Keeping Children Safe In Education (September 2019) – Part 1
 - (xi) Keeping Children Safe In Education – Annex A (where applicable to your role)
 - (xii) Keeping Children Safe In Education – Part 5: Child on child sexual violence and sexual harassment. (where applicable to your role)
- [2] I am aware of procedures for Safeguarding and Child Protection at Wycliffe College.
- [3] I know the role and identity of the DSL and Deputy DSLs. Know that Kate Corbin, Deputy Head Pastoral, is the Designated Safeguarding Lead (DSL) for Child Protection (Whole School) and that I can discuss any concerns that I may have with her.
- [4] I know that further guidance, together with copies of the policies are on the Staff 'T' drive – Whole School/Policies folder, which is available on the School's intranet.
- [5] I understand the responsibilities of staff in this area, and the issues that may arise.

Signed: Date:

APPENDIX V
SAFEGUARDING RECORD LOG

Pupil Name:	
Date of Birth:	
Address:	
Incident of Concern:	
Recorded by:	
Date Recorded:	
Signature of person recording:	
Information shared with others:	
Concern logged with Safeguarding Children's Social Care Services? (01452 426565)	Yes / No
If no, reason for not doing so:	

[Keep this form securely, separately from main pupil file]

APPENDIX VI
SAFEGUARDING REFERRAL

Details of Referrer:	Name: Address: Telephone No: E-mail: Job Title:
Details of child / children:	Name: Address: Date of Birth: Gender: School/setting: Previous School/settings (if known): Parents' names: Siblings' names (if known): Siblings' schools (if known):
Any known agency involvement:	Social Worker: Educational: Psychologist: Doctor: Other:
Incident of concern:	Details of concern about pupil: (please attach report if appropriate)
Any further details:	
Parents aware referral has been made:	Yes / No – If no, give reasons for not informing:
Signature of referrer & date:	

[Keep this form securely, separately from main pupil file]

APPENDIX VII

SAFEGUARDING CHRONOLOGY – log of incidents

Date/Time	Event – disclosure/observation/meeting etc.	Supporting Documentation	Staff Initials

[Keep this form securely, separately from main pupil file]