



## HOE BRIDGE SCHOOL

### Safeguarding Children

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## Policy statement

Hoe Bridge School fully recognises its moral and statutory responsibilities for child protection and is committed to safeguarding and promoting the welfare of children and to acting in their best interests. Hoe Bridge School expects all staff and volunteers to share this commitment. Schools and other educational establishments have a duty to safeguard and promote the welfare of all pupils in their care. The school believes that safe and happy pupils make more successful learners and that all our pupils have equal rights to protection from abuse.

The school also recognises that, because of their day-to-day contact with pupils, staff are well placed to observe the outward signs of abuse, and that “it could happen here”. Abused children and ‘children in need’ are at greater risk of suffering from mental health problems in adult life so early intervention is critical. Intervention to protect children and promote their wellbeing does not just mean thinking about pupils who may be at risk of abuse, but also thinking about pupils who may need intervention as a ‘child in need’ e.g. a pupil suffering from mental health issues or with a disability. These responsibilities apply to all staff, members of the Governing Board and volunteers working in the school.

To protect the welfare of all pupils at Hoe Bridge School regard is given to:

- Keeping Children Safe in Education (September 2018) (KCSIE);
- Working Together to Safeguard Children (March 2015) ;
- Prevent Duty Guidance: for England and Wales (July 2015);
- The Prevent Duty: department advice for schools and childminders (June 2015);
- The use of social media for on-line radicalisation (July 2015).
- Surrey Safeguarding Children Board Thresholds Document levels of Need Oct 2016
- Early Years Foundation Stage Framework (April 2017); Statutory Guidance
- Children Missing Education September 2016 - Statutory Guidance
- Multi-Agency Guidance on FGM (April 2016) - Statutory Guidance
- The use of On-line Media for Radicalisation (July 2015) – non Statutory Guidance
- Disqualification Under the Childcare Act June 2016 - Statutory Guidance

It should also be read in conjunction with ‘What to do if you are worried a child is being abused: advice for practitioners’ (March 2015) and ‘Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers’ (March 2015). This policy applies to all members of our school community, including those in our EYFS setting.

This document is available on our website and on request from the school office and should be read in conjunction with the following policies, procedures and documents:

- Anti-bullying;

- Behaviour;
- Code of Conduct Pupils;
- Educational Visits;
- Every Child Matters;
- First Aid;
- Health & Safety;
- ICT Online Safety
- Intimate Care;
- Missing Child;
- Pastoral Care;
- Physical restraints;
- Staff Code of Conduct;
- Staff Recruitment procedures;
- Whistleblowing

This document is reviewed annually by the Senior Management Team or as events or legislation change requires. The next scheduled date for review is October 2019.

## Key Aims

We have a duty to safeguard and promote children's welfare by: Protecting children from abuse; Preventing impairment of health or development; Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; Having due regard to the need to prevent people from being drawn into terrorism; Ensuring Children Missing Education are identified and reported according to KCSiE Part 1 Annex A; Ensuring all visiting speakers are suitable and appropriately supervised.

There are five key aims to the Safeguarding Policy at Hoe Bridge School:

1. to support children's development in ways that will foster security, confidence and independence
2. to provide an environment in which children feel safe, secure, valued, respected and confident enough to approach an adult if they are in difficulties in the belief that they will be listened to
3. to raise awareness of all staff of the need to safeguard children and of staff responsibilities in identifying and reporting abuse
4. to develop a structured procedure within the school to be followed in any cases of suspected abuse
5. to ensure that all adults working in school are suitably checked

## Key Responsibilities of the school

To safeguard and promote the welfare of pupils at Hoe Bridge School, the school has defined its key responsibilities. These entail:

- effective implementation of the school's anti-bullying and safeguarding policies;
- seeking advice from statutory agencies, as appropriate, and readiness to make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board;
- if a child is in immediate danger or is at risk of harm, an immediate referral to children's social care and/or police;
- following the advice for practitioners in: 'What to do if you are worried a child is being abused';
- effective information sharing with any agencies or other professionals involved;
- where allegations of abuse or assault have been made against one or more of our pupils, a thorough risk assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) should be carried out with a view to ensuring the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc.;

- good record keeping of related conversations, meetings and communications.

The appointment of key child protection staff:

- a Designated Safeguarding Lead for child protection who has received appropriate training and support for the role in child protection and inter-agency working. The training must be updated every two years.
- designated deputies who take on the role of the Designated Safeguarding Lead in their absence so that **cover is provided at all times**.
- a nominated member of the Governing Board with oversight for child protection.

The current DSLs within school are:

Head Pre-Prep	Mrs Linda Renfrew	01483 772194	DSL Pre Prep
Assistant Head (Pastoral)	Stephen Arnott	01483 760018	DSL Prep
Matron	Mrs Caroline Nicholson	01483 760018	Deputy Designated Safeguarding Lead DDSL
Nursery Teacher	Mrs Melissa Brown	01483 772194	DDSL
Governor with responsibility for Safeguarding	Mrs Samantha Arnold	01483 760065	

Staff training:

- Induction training in child protection for all new members of staff, including volunteers. This must be within 7 days of their starting work and includes making staff aware of whistleblowing procedures.
- Regular child protection training for all staff – at least every three years in accordance with Surrey Safeguarding Children Board advice, but with annual updates on top of this.
- Ensuring all staff, volunteers and all members of the Governing Board know the name of the Designated Safeguarding Lead and deputies, and the name of the Governor with oversight for child protection. Ensuring all staff know what to do in the case of a disclosure, including what to do if they receive an allegation against an adult at the school, or concerns about abuse and understand their responsibilities in being alert to the signs of abuse and their legal responsibility for referring any concerns to the Designated Safeguarding Lead .
- Ensuring appropriate guidance is issued to staff so that their behaviour and actions do not place pupils or themselves at risk of harm or allegations of harm (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communications with a pupil, and so on): see Staff Code of Conduct.

Last dates for current staff training are:

Officer	last trained	Responsibility
Stephen Arnott	November 2017	DSL Prep
Nick Arkell	January 2016	Prep
Linda Renfrew	February 2017	Early Years Foundation Stage (EYFS)
Caroline Nicholson	February 2017	
Melissa Brown	February 2017	Early Years Foundation Stage (EYFS)
Samantha Arnold (Governor)	April 2017	Safeguarding

Whole School	September 2016	
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Provision of information:

- Ensuring the school has a written policy on child protection which is drawn up in accordance with governmental guidelines and is in accordance with locally agreed inter-agency procedures. In addition, the school is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010)
- Ensuring parents and parents of prospective pupils have an understanding of the responsibility placed on the school, staff and volunteers for child protection by publishing this policy on an open access part of the school's website or providing a written copy on request.

Reporting and Liaison:

Hoe Bridge School works with social services and other agencies and with parents to ensure the safety and well-being of pupils through:

- Ensuring that where there is an allegation or suspicion of abuse, the School will always make a referral **within 24 hours** to the relevant local social services department (in writing or with written confirmation of a telephoned referral). Any telephoned referrals **must be followed up in writing within 48 hours of making the telephoned referral**.
- Ensuring that the school does NOT undertake its own investigations of allegations without prior consultation with Surrey social services.
- Ensuring that social services are notified if there is an unexplained absence of more than two days of a pupil who is subject to a child protection plan, or an unexplained absence of any other pupil of more than ten days.
- Ensuring that the local authority is contacted in cases of absence which fall under the Education: Pupil Registration Act (2006) e.g. where a pupil is removed from the school and the next school is not known or where a pupil is removed from school for home schooling.
- Ensuring that the school contacts the Police in cases where a pupil is at immediate risk of harm.
- Ensuring that the school liaises with social services and Surrey Police in cases where there are concerns about possible radicalisation.
- Developing effective links with relevant agencies and cooperating as required with their enquiries into child protection matters, including attendance at case conferences. Informal advice will be obtained from local agencies about borderline cases.
- Refer pupils who may not be at risk or have suffered serious harm, but who still need additional support, to appropriate external services eg mental health services, GP surgeries, eating disorder specialists.
- Understanding and taking advice from SSCB or other agencies about liaison with parents in cases of a 'child in need'. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, if there are reasonable grounds to believe that a pupil is at risk of significant harm, the school understands that that their consent is not required to proceed with taking action to protect a pupil.

Record keeping, confidentiality and information sharing:

- Keeping detailed records of all child protection allegations or concerns about pupils, even where there is no need to refer the matter immediately (e.g. niggling doubts).
- Keeping child protection records securely, separate from the main pupil files, and in locked locations ensuring that, where a pupil subject to a child protection plan leaves, their information is transferred to the new school immediately and that the pupil's social worker is informed.

Whistleblowing:

- Ensuring that the school has developed and adheres to procedures where an allegation is made against a member of staff and member of the Governing Board or volunteer.
- Ensuring that whistleblowing forms part of the staff training programme in child protection.
- When dealing with allegations against members of staff the school has regard to the DfE advice in *KSCIE*.

**Safer Recruitment:**

- Ensuring that safer recruitment practices are always followed and understood by staff.

**Use of images:**

- Ensuring that members of staff do not use their personal mobile digital devices or cameras to take pictures of any pupil.
- Ensuring that staff understand that any photographs or videos they take of pupils should be taken in a strictly professional capacity and that such images should *never* be uploaded to any internet website, except for work carried out for the school. It is crucial that staff never use pupils' full names when labelling a photograph.
- Ensuring that all staff sign the Internet Rules Staff when joining the school.
- Ensuring that Prep School pupils sign the Internet Rules Pupils on entry to the school (or whenever significant changes to policy are made) and that they adhere to its terms when taking pictures of or filming other pupils or staff.
- Ensuring that the school has procedures for dealing with pupils and staff who breach these terms.

**Review:**

- Ensuring that the Safeguarding Policy is reviewed annually by the SMT and Governing Board or as events or legislation require.
- That the Governor with oversight for child protection is kept informed of any significant changes to policy or procedures.
- That any deficiencies or weaknesses in child protection arrangements are remedied without delay.

## **Definitions of Child Abuse**

A person may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children and young people may be abused in a family, institutional or community setting; by those known to them, or more rarely, by a stranger. The national definitions from "Working Together to safeguard Children" HM Gov 2013, and "Keeping Children Safe in education" DfE 2016 are:

### *Abuse*

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.

### *Physical Abuse*

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

### *Emotional Abuse*

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the 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, though it may occur alone.

### *Sexual Abuse*

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

### *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.

(taken from Working Together to Safeguard Children and Keeping Children Safe in Education).

### *Children in Need*

Those unlikely to reach or maintain a satisfactory level of health or development will be significantly impaired, without the provision of services.

### *Significant Harm*

The threshold that justifies compulsory intervention in family life in the best interests of children. The local authority is under a duty to make enquiries, or cause enquiries to be made, where it has reasonable cause to suspect that a child is suffering or likely to suffer, significant harm.

## **Signs of abuse**

Each type of abuse has a range of signs. As a general rule the younger the child the more vulnerable that child will be to physical injury and neglect. Older children are more likely to show signs of emotional abuse although all abused children are likely to be emotionally damaged.

More details of abuse and signs of abuse are in the attached 'What is child abuse?' (see appendix 1). Staff should be alert to children who may be suffering in domestic abuse situations, and be aware of concerns regarding children who run away or go missing, female genital mutilation (FGM), and child sexual exploitation.

## **Child Centred Abuse**

Children can be subject to abuse from peers and other school pupils. This will be dealt with in line with appropriate school policies and can take the form of:

### *Bullying*

The deliberate hurtful behaviour of someone in circumstances where it is difficult for victims to defend themselves. This can include abuse, in person or by digital media, of one or more pupils against another ie child on child, adult on child, child on adult or adult on adult. Where bullying seems to be serious or persistent, it should be considered as a child protection referral. Procedures for dealing with incidents of bullying are detailed in the Anti-Bullying Policy.

### *Youth Produced Sexual Imagery (YPSI)*

This is sometimes referred to as Sexting and in a school setting needs to be responded to in line with any other Safeguarding or bullying incidents. The age of the children and young people involved need to be taken into account and also the context in which it has been reported because children under the age of 13 are given extra protection under the Sexual Offences Act 2003. All incidents of this kind must be referred to the DSL.

The situation in school should be alleviated by the fact that mobile phones are not permitted. However, consideration for situations outside of school will need to be dealt with on a case by case basis liaising with all relevant parties including, but not exclusive to: children, parents, DSL, governors, local authority representatives and possibly the police. The Anti-Bullying Policy will reflect the growing concerns around YPSI at an increasingly young age and issue of responding to peer pressure and/or seeking approval. The PSHE policy incorporates YPSI in teaching at the appropriate age underpinning protective learning, healthy relationships, consent, rights and responsibilities.

## **Vulnerable Groups**

Some groups of children and young people may be at particular risk of abuse and staff need to bear this in mind and be alert to possible signs of abuse. It is important that staff maintain a balance between thinking 'it could happen here' and jumping to the wrong conclusion too hastily. Plenty of young people in the categories below are NOT victims of abuse (even if the situation itself is very difficult for them); nevertheless, staff do need to be mindful that they are potentially more vulnerable to abuse.

### *Children with SEN*

This includes those with a physical disability and those with a learning difficulty. They may be particularly vulnerable if their needs are complex and present challenges for their parents and/or carers. Children with physical disabilities who have intimate care needs are vulnerable to abuse and care must be taken by any member of staff who has intimate care responsibilities that they follow the procedures set out in the Intimate Care Policy carefully. This is to protect the young person and preserve their dignity but also to protect themselves as a member of staff. Children and young people with SEN may be at greater risk of peer on peer abuse, including bullying. Hoe Bridge School aims to minimise this risk through the ethos it promotes and through its PSHE schemes of work, as well as the effective implementation of the Supervision Policy.

### *Children living in households with domestic violence*

They may be victims of domestic violence themselves. They may try to intervene to support a parent who is a victim of abuse and get caught up in the violence themselves. They may also be at greater risk of mental health issues such as anxiety, depression or self-harming.

### *Children living in households with substance abuse*

Children living in a household where one or more of the responsible adults is struggling with substance abuse may be at risk of domestic violence fuelled by substance abuse, of accidents in the home due to parental negligence, of neglect, or of an accident on the roads if a responsible adult is driving whilst under the influence of alcohol or another drug.

### *Children living in households with mental health issues*

Particular care should be given to children who are living in households where one or more of the responsible adults is suffering from severe mental health issues. Such children can be at greater risk of emotional or physical neglect if the parent/carer is unable to meet their needs. They can effectively become young carers and this can carry a significant emotional toll. Young carers themselves also need consideration to ensure that all their needs are being met and that they are coping with their responsibilities.



### *Children living in households with minimal boundaries*

Children living in households where very few, if any, boundaries are imposed on their behaviour, or who show no respect for boundaries imposed on them, may be at greater risk of abuse from adults or even peers outside their household through 'falling into the wrong crowd'. They may engage in risky behaviour and put themselves into situations where they could be vulnerable e.g premature sexual behaviour or abuse of substances, risk of grooming or exploitation. This could be online or in real life.

### *Children from/living in households with minority groups*

Children from a minority group or living within a household from a minority group may be at greater risk of peer on peer abuse through bullying.

## **Procedures**

### **What to do if you have a concern about a child**

Staff and especially the DSL should be aware that children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Whereas those children who are in need of additional support from one or more agencies should be assessed using the inter-agency assessment process, this would include use of the Common Assessment Framework (CAF) and Team around the Child (TAC).

#### **All staff**

- must inform the DSL
- must record the facts including any words used, sign and date it, and give a copy to the DSL.
- **The DSL** will take responsibility for future actions including recording, dating and ensuring the confidentiality of all records and:
- may discuss the incident with parents where this would not put the child's welfare in jeopardy and explain the school's procedures
- will contact MASH (Multi Agency Safeguarding Hub) on 0300 470 9100 (See Appendix 2 for contact details), to consult, or to make a referral, or the police where relevant
- if the DSL does not agree that a referral should be made to social care, and the person with the concern disagrees, then that person is able to speak to the DSL from the other site – Prep/Pre-Prep.

**ALL STAFF MUST KEEP COMPLETE CONFIDENTIALITY AND ONLY DISCUSS THE CASE WITH THE DESIGNATED STAFF MEMBERS.**

#### **Where concerns are recognised at an early level**

The DSL will advise intervention to support the child and their parents, using an Early Help assessment as required, particularly where the services of another agency should be secured (see useful numbers).

#### **What to do if a child confides in a member of staff**

Remember that children do not generally disclose abuse, or may cover it up for various reasons. Be ready to learn about possible abuse through observation, changes in behaviour, and from others including peers or their parents. If a child does confide however:

- listen
- observe
- take them seriously
- acknowledge their courage
- do not jump to conclusions
- make it clear that you may have to tell other people to get the right help – do not promise confidentiality to the child

- do not ask leading questions
- it is not your responsibility to investigate abuse, only to pass the information to the investigating agencies by making a referral to social care.

### **Reporting and recording a concern**

- record the directly observed signs (bruises etc) as well as the indicators (changes/unusual behaviour) of abuse
- record what is said, and the facts and observations using the school's Cause for Concern Form (See appendix 3) and sign and date the entry
- report all to the DSL
- records are kept by the school until receipt of the transfer of documents to a subsequent school.

### **What to do if your concerns are not acted on**

Any member of staff has a duty/right to go directly to the Surrey Contact Centre Children's Team - see below - if there is a concern that appropriate action has not been taken by the DSL, but should inform the DSL of the action they have taken.

### **Children Missing Education**

Children Missing Education Annex A, Keeping Children Safe in Education and the Surrey County Council directive layout the procedure to be followed as pupils leave one educational establishment to join another and if children have extended periods of unauthorised absence from school.

### **Allegations against staff**

Allegations against staff includes permanent staff, temporary staff, gap students, volunteers and visiting speakers. In school, staff must be aware that even perfectly innocent, physical contact with pupils can be misinterpreted by a third party. Younger children may require help with physical activities such as toileting and dressing and they may need comforting of a physical nature when upset, ill or tired. Staff must abide by the Staff Code of Conduct and "Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" March 2009, available on the school website. On no account should a member of staff be in a closed room alone with a child where there is no glazed door. When staff see children individually they should agree this in advance, inform a colleague of the meeting and when it is concluded.

Allegations made against staff will be dealt with according to Part Four of "Keeping Children Safe in Education" DfE April 2016. The allegation will be reported to the Head and if the Head is absent directly to one of the deputy designated safeguarding leads (DDSLs).

Allegations made against the Head must be reported directly and immediately to the Chairman of Governors without first informing the Head. The Chairman of Governor's contact number may be found in the Emergency Contact list shared area/staff/administrative forms.

Allegations against staff must be referred by the Heads (DSL), or Chairman of Governors within 24 hours to the Local Authority Designated Officer (LADO), 0300 200 1006, who will provide advice and preside over the investigation into the allegation.

Allegations, where it appears a teacher or member of staff including volunteers, has

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

must be discussed in the first instance with LADO. This may be done tentatively without names but any advice from the LADO must be followed.

Where an allegation is being investigated, both the victim and the accused will be provided with support.

Every effort will be made to maintain confidentiality and guard against unwanted publicity. Restrictions under Section 141 of the Education Act 2011 prevent the publication of any identification in the case of a teacher, prior to the person being charged with an offence or the NCTL publishes a relevant finding against them.

Following an allegation against an adult in school, whether the concern arises in school or in their outside life, if that person is dismissed, their fixed term contract is not renewed, a supply teacher from an agency, student teacher or other placement or volunteer is asked to leave, or the school ceases to use an adult's service, the DSL will make a report to the Disclosure and Barring Service (DBS) promptly.

Contact details for DBS  
DBS PO Box 181,  
Darlington,  
DL1 9FA  
01325 953795

Where the DBS referral criteria is not met, but a teacher has been dismissed (or would have been dismissed had they not resigned), a referral will be made to the National College for Teaching and Leadership NCTL and a prohibition order may be appropriate, guidance to be taken from 'Teacher misconduct: the prohibition of teachers' (October 2015). The reasons such an order would be considered are:

- unacceptable professional conduct
- conduct that may bring the profession into disrepute
- a conviction, at a time, for a relevant offence

The Headmaster/Head Pre-Prep has responsibility for ensuring that any adults working at a centre that provides educational enhancement are fully accredited and that the risk assessment from any external agency includes verification that all staff working with the pupils of Hoe Bridge have a current DBS check and hold the appropriate qualification for the activities they are providing. This responsibility may be delegated to the Education Visits Co-ordinator (EVC). See separate policies for Health and Safety, Educational Visits.

## **Training**

The DSLs are trained in child protection and inter-agency Safeguarding procedure and legislation by the Surrey Safeguarding Children Board/Babcocks, in line with KSCIE Annex B. The DSLs are retrained every two years. (See Staff Training page 4)

The whole school staff - (to include temporary staff, gap students, volunteers) are given at induction, this policy, the staff code of conduct, the identity of the DSL and any briefing necessary according to role by that person, and a copy of Part One of "Keeping Children Safe in Education (2018)" & Annex A of KCSIE (2018). All staff are thoroughly retrained every three years. (Volunteers and staff who have not attended retraining on the three cycle will receive training as specified by the Local Safeguarding Children Board (LSCB)). Staff receive training to promote understanding of what radicalisation and extremism mean and why people may be vulnerable to being drawn into terrorism, enabling them to confidently identify children at risk and to challenge extremist ideas. (See Staff Training page 4)

The Safeguarding Policy and Procedures are reviewed at least annually and are discussed at the beginning of each academic year with the whole staff to remind them what to do if they have a concern and all staff will sign to record their attendance and that they have read Part 1 KCSIE. Staff joining the school at other times will be made aware of the school's procedures when they join the school.

## **Promoting children's own ability to keep themselves safe**

We recognise that children need to be aware of risk and learn how to manage it themselves appropriate to their age and stage of development. The school will work with parents, and use opportunities in PHSE and

elsewhere to help children manage relationships with others, and understand the need and how to keep themselves safe from all forms of abuse (eg the NSPCC “pants” rule for our youngest children). E safety will be an integral part of all lessons using the internet.

#### PANTS

Privates are private

Always remember your body belongs to you

No means no

Talk about secrets that upset you

Speak up, someone can help

### Guidance for Staff

Staff must ensure that their actions and behaviour do not place pupils or themselves at risk of harm or of allegations of harm to a pupil for example in one to one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communications with a pupil. This list is not exhaustive and staff should use their professional judgement at all times. If at any time a member of staff feels that they may have compromised themselves, or that a complaint might be made, they should inform the appropriate Head immediately.

All staff must refer to the following policies which are directly related to Keeping Children Safe in Education and are listed in the Policy Statement (Section 1) at the beginning of this policy.

They must also familiarise themselves with Part 1 of Keeping Children Safe in Education and associated Annexes. As part of staff annual safeguarding training they are required to sign the ‘Staff Annual Review of Safeguarding Status’ form at the start of each academic year (See Safeguarding- Staff annual review of Safeguarding Status – available in staff shared area).

**Mobile phones** Mobile telephones must not be used, except in emergencies, by staff in public view in school. They may be used in the staff room or in a classroom empty of children. Staff on outings and at matches may use a mobile phone for organisational reasons only such as contacting parents, coach drivers or emergency services. Staff may not use their phones as they arrive at or leave the premises and all staff should be sensitive to the presence of children and parents and only use mobiles when neither is present no matter what the time of day. Parents may use phones or devices when invited to take photos at events, performances and school matches but not during the school day or in the classrooms.

**Other use of digital media** all staff are bound by the school’s ICT online safety policy. Staff should not give personal contact details, or accept any friend requests on social networking sites from pupils, ex pupils, or their parents or family members. Where there is an existing friendship, or family relationship, this should be made known to the Head.

**Cameras, Personal mobile devices and photographs of children** – Photographs of children and their work should be part of planned activities and may be taken on school cameras or devices to be displayed by staff or used to form a child’s developmental profile. Parents of children in Early Years are asked for their permission for their child’s photographs to be used to form their profile and to allow their child’s photo to appear in another child’s profile where group activities have been taking place. Photographs taken on personal cameras or personal mobile devices must be printed or saved to the shared area and deleted at the end of the school day (or residential trip) from the camera. If any member of staff wishes to keep a photograph including children at school for their own use, they must agree this with the Head, and keep a hard copy only. All parents are required to complete a data protection form indicating whether they permit the use of their child’s photograph in school publications and outside media. All staff need to be aware of these children. Parents may take photographs of their children at events, performances and school matches but not during the school day or in the classrooms. Parents sign an ‘acceptable use’ document agreeing that any such photographs taken are for personal use only and not to be shared on any social media outlets (See Appendix 4)

### **Whistleblowing – please see Whistleblowing Policy**

All staff are encouraged to raise concerns relating to the safety and welfare of children, including any concerns about other staff, with their senior manager, the Headmaster or Chair of Governors as appropriate. It is important to do so to prevent concerns escalating, and in order not to become complicit themselves. If they are not satisfied with the response, they should contact the Chairman of Governors whose telephone number is on the Emergency Contact List. Staff who would rather raise their concerns with a third party should either ring Adrian Palmer (Headmaster Wycliffe Prep School) 01453 820470 or NSPCC 0800 028 0285 National Whistleblowing Helpline.

### **Safer recruitment**

The School operates a safer recruitment procedure when appointing any new staff – (to include all adults – temporary staff, gap students, volunteers and governors). Before starting employment all staff will undergo all recruitment checks in accordance with the Independent School Standards Regulations including a Disclosure and Barring Service (DBS) check at the correct level; and all references are verified. Please see Recruitment Policy.

### **Annual Review**

The Headmaster (Prep), Head (Pre-Prep) and the Head of Pastoral Care review this policy on an annual basis. The Headmaster and Head Pre-Prep present the updated policy for review by the whole Board of Governors annually. This is signed off by the Chairman of Governors and recorded in the minutes of the meeting. The Governors, as a Board, ensure that procedures are robust, efficient and adhered to by questioning the Heads and the staff.

### **Deficiencies and Weaknesses**

If during any review or following an incident there are any deficiencies or weaknesses identified these will be remedied without delay and all procedures updated.

### **Surrey Safeguarding Children Board**

This policy is in accordance with the agreed interagency procedures of Surrey Safeguarding Children Board. This board produces procedures for Safeguarding Children and is available on-line and updated regularly. The contents page of the manual is in the red Child Protection Folder kept in the office at the Pre-Prep, in the Bursar's office and in Matron's room in the Prep. This is available to all staff for reference and the internet address is [www.surreycc.gov.uk](http://www.surreycc.gov.uk)

The DSL will cooperate with the SSCB and with the investigating agencies wherever required to safeguard children. He/she will check the SSCB website from time to time for information about training opportunities professional guidance, and local serious case review summaries.

## Appendix 1 – What is Child Abuse?

# What is Child Abuse?



Hitting or hurting a child physically



Exposing a child to violence



Teasing or humiliating a child



Yelling at or threatening a child



Touching a child's private parts



Forcing a child to touch you



Showing pornography to a child



Taking sexual photos or videos of a child



Depriving a child of love and attention



Leaving a child without supervision



Not providing adequate food, clothing or medical needs for a child



Being intoxicated in front of a child

## Appendix 2 – Useful Contacts

### Useful Contact Details

- MASH (Multi Agency Safeguarding Hub)  
Tel: 0300 470 9100 (Mon – Fri 9am – 5pm)  
Email: [mash@surreycc.gov.uk](mailto:mash@surreycc.gov.uk)  
OUT OF HOURS DUTY TEAM: 01483 517898
- LADO  
Elizabeth Pollard, Shirley Hapgood, Bridget Langford  
Duty desk number 0300 200 1006 or 0300 123 1650 option 3
- Surrey Contact Centre Children's Team  
Email: [contactcentrechildren@surreycc.gov.uk](mailto:contactcentrechildren@surreycc.gov.uk)  
Tel: 0300 200 1006 Mon – Fri 9am – 5pm)  
Emergency Out of Hours 01483 517898
- [Disclosure](#) and Barring Service  
Tel: 01325 953795  
Email: [www.gov.uk/dbs](http://www.gov.uk/dbs)
- Early Help Assessments  
Tel: 0208 541 9282 (advice and support)  
Email: [www.surreycc.gov.uk/earlyhelp](http://www.surreycc.gov.uk/earlyhelp)
- IAPS Safeguarding Adviser Martin Ayres 01926 887833
- Surrey Education Safeguarding Adviser – Ian McGraw  
Tel: 07772 009477  
Email: [ian.mcgraw@surreycc.gov.uk](mailto:ian.mcgraw@surreycc.gov.uk)
- Prevent co-ordinator [Gordon.falconer@surreycc.gov.uk](mailto:Gordon.falconer@surreycc.gov.uk)
- Pupil tracking officer Susan Strank 020 8541 9313
- Adrian Palmer (Headmaster Wycliffe Prep School) 01453 820470
- NSPCC (National Whistleblowing Helpline) 0800 028 0285 ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)
- National College for Teaching and Leadership ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)