



# Safeguarding and Child Protection Policy (including EYFS) Abbotsford Prep School

## 1. Background

This policy has been developed in accordance with the principle established in the:

- This policy has been revised in accordance with guidance and publication of revisions as follows and Trafford Safeguarding Board Child Protection Procedures
- Education Act 2002, section 175
- The Children Act 1989 and 2004 and the Education Act 2002, section 175
- 'What to do if you are worried a child is being abused 2015' - Advice for practitioners
- Prevent Duty Guidance: School specific advice (July 2015)
- The use of Social Media for on-line radicalisation (July 2015)
- HM Government 'Working Together to Safeguard Children July 2018'
- 'Keeping Children Safe in Education (Dept. for Education Sept 2018)'

HM Government 'Working Together to Safeguard Children' (2018) requires all schools to follow the procedures for protecting children from abuse established by the Trafford Safeguarding Board.

## 2. Introduction

Safeguarding incidents may happen anywhere and staff should be alert to the possibility of concerns being raised at school. At Abbotsford Prep School we will ensure that we have appropriate procedures in place for responding where we believe that a child has been abused or is at risk of abuse. The procedures also cover circumstances in which a member of staff is accused of, or suspected of, abuse. At Abbotsford Prep School we understand that promoting the welfare of children is **everyone's** responsibility. **Everyone** has a role to play in safeguarding children. This means that all staff should consider, at all times, what is in the best interests of the child. As a school we recognise the additional vulnerability of pupils with SEND.

This policy is available on the school website – <http://www.abbotsfordprepschool.co.uk/> and a printed copy on request.

At Abbotsford Prep School working together to safeguard children is best summarised as:

- Understanding that safeguarding is everyone's responsibility
- Understanding that safeguarding systems should be child-centred
- Our duty to protect children and young people from maltreatment
- Our duty to prevent our impairment of children and young people's health or development
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- Undertaking the role so as to enable those children and young people to have optimum life chance and to enter adulthood successfully

## 3. Aims and objectives

The policy aims:

- To provide an environment and foster a school community supportive of the aims of the school
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- To provide a systematic means of monitoring children known or thought to be at risk of harm
- To develop a structured procedure within the school to be followed by all members of the school community in cases of suspected abuse
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care Services
- To ensure that all adults within the school who have access to children have been checked as to their suitability
- To emphasise the need for good levels of communication between all members of staff

#### **4. Early Help**

All staff should be prepared to identify children who 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 upwards. In the first instance, staff should discuss early help requirements with the designated lead. Staff may be required to support other agencies and professionals in an early help assessment.

All staff are required to be aware of the early help process. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

If early help and or other support is appropriate the case should be kept under constant review and consideration given referral to children's social care if the child's situation does not appear to be improving.

#### **5. Procedures**

The school procedures for safeguarding children will be in line with Trafford Safeguarding Board procedures.

The school will ensure that they:

- Maintain an ethos where the children feel secure and listened to
- Foster positive relationships between staff and pupils through strong and supportive pastoral care and effective teaching methods
- Ensure all staff are made aware of their safeguarding responsibilities and are adequately trained in safeguarding procedure
- The Designated Safeguarding Lead (DSL) is the Head Mrs Catherine Howard, who takes regular training which is inter agency and in line with Trafford procedures
- Pauline Fox (Sandra Maccabe)) will act in Mrs Howard's absence
- Contact details: Catherine.howard@abbotsfordprepschool.co.uk
- Mr Ali Khan is a Director of Alpha Schools and is the Director with overall responsibility for Safeguarding at Abbotsford Prep School
- Contact details: ali.khan@alphaschools.co.uk, 01494 535857
- Where an allegation is against the head, the head must not be informed of the allegation prior to contact with the chair and LADO
- Staff are trained to develop their understanding of the signs and indicators of abuse

- Staff know how to respond to a pupil who discloses abuse
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures
- Procedures are regularly reviewed and updated
- All new members of staff and volunteers will be given a copy of the child protection procedures. They will be made aware of the identity and the role of the Designated Safeguarding Lead
- All staff and volunteers must read and follow the Staff Code of Conduct

## **6. Responsibilities**

The school recognises its duties both to children in need and to children at risk of harm.

Responsibilities of the Head and Deputy DSL:

It is the role of the Head and Deputy DSL to take responsibility for safeguarding and promoting the welfare of children. This is a shared responsibility and requires:

- Having clear lines of responsibility
- Having effective recruitment and human resources procedures, including checking all new staff and volunteers to make sure they are safe to work with children and young people
- Having procedures for dealing with allegations of abuse against members of staff and volunteers
- Making sure that the staff get appropriate training. The designated members of staff to undertake appropriate training every two years
- Having clearly understood the working procedures on how to safeguard and promote the welfare of young people
- Working with the child's parents to support their child's needs
- Helping parents understand that the school, like all others, has a responsibility for the welfare of all pupils and has a duty to refer cases to Social Care in the interests of the child
- Any deficiencies or weaknesses in regard to child protection arrangements to be remedied without delay
- Ensuring that children receive appropriate and timely preventative interventions when required supported through PSHE sessions
- Notifying the Teaching Regulation Agency of the name of any member of staff considered to be 'unsuitable to work' with children in accordance with statutory regulations
- Ensuring that, under the direction of the Head, the central register is accurate and up to date and that confidentiality and storage of records in relation to Child Protection and Safeguarding are maintained
- Abbotsford Prep School policies cover all activities from the moment the door is first opened in the morning to when it is locked in the evening.
- Ensure that the school operates within the legislative framework and recommended guidance from the Trafford Safeguarding Board
- Immediately notify the appropriate safeguarding agency whenever an allegation or disclosure of abuse has been made
- Ensure that the school effectively monitors children about whom there are concerns
- Keep written records of concerns about a child even if there is no need to make an immediate referral
- Ensure that all such records are stored confidentially and securely and are separate from pupil records
- Ensure that the head teacher is kept fully informed of any concerns
- Monitor register attendance and absences for all pupils
- Submit reports to and attend child protection conferences

- Ensure that all staff and volunteers are aware of the Local Safeguarding Children's Board Trafford Child Protection Procedures <http://www.abbotsfordprepschool.co.uk/>
- Ensure that appropriate training and support is provided to all staff, particularly about when help may be required, e.g. anorexia, children with mental health problems or self-harming
- Develop effective working relationships with other agencies and services. Make prompt contact with children's social care when there are concerns that a child may be in need of help or at risk
- Liaise with Social Care teams over suspected cases of child abuse
- To liaise with Area Designated Officer (LADO) on 912 5125. This must be within one working day
- Provide guidance to parents, children and staff about obtaining suitable support
- Make a commitment to develop productive, supportive relationships with parents, whenever it is in the pupil's interests to do so
- Inform the social worker responsible where a pupil who is / or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the child's academic file
- Ensure that the school effectively monitors children about whom there are concerns. In case of serious harm, the police must be informed
- Differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies.
- Children who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately
- Children who are in need of additional support should be referred to early help, inter-agency assessment and intervention using local processes, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches

## **7. Reporting**

The reporting of Safeguarding practice at the school enables the Director Mr Ali Khan to ensure compliance with current legislation and to identify areas for improvement. Close liaison with the local authority is vital in order that appropriate support and training can be given. These are requirements of 'Keeping Children Safe in Education (DfE September 2018)'.

The Designated Safeguarding Lead will liaise with the Director responsible for Safeguarding, together reviewing the policy at least annually.

It is important to protect the anonymity of the children concerned and discretion should be used to avoid the identification of individuals.

All disclosures will be reported to Trafford Safeguarding Children's Board within 24 hours.

## **8. Training**

Summary of Child Protection Training:

- Designated Safeguarding Lead and Deputy Safeguarding Lead must undertake inter-agency training every two years (Level 3)
- Teaching and other staff should have training updated every three years (Basic Child Protection Awareness training BCC)
- All staff working directly with children must complete Prevent Training through our Educare Training provider
- A record should be kept of dates training took place for all members of staff whilst child protection updates will be discussed at times during the year

- A Register should be taken at the beginning of each year to ensure all staff have read the Safeguarding policy and are familiar with its guidelines. Everyone must be aware of whom the DSL is and the supporting staff involved in Child Protection within the school
- All staff must sign that they have read the first part of KCSIE and school leaders and staff who work directly with children must also sign that they have read Annex A

Whilst everyone has had appropriate training the following serves as an aid memoir as regards matters to consider in terms of Safeguarding and promoting the idea that “it could happen here” and that staff must always act in the best interests of the child. All staff must understand that abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label. For new staff part of the induction process will be to present them with the appropriate policies, including:

- The school’s child protection policy, including information about the identity and role of the DSL(s);
- The staff code of conduct/behaviour policy including the whistleblowing procedure and the acceptable use of technologies policy, if separate (see above for more about the staff code);
- A copy of Part 1 of KCSIE (and, Annex A also, for those who work directly with children)
- These policies will also be given to temporary staff and any volunteers working regularly within school (one day per week or more)

### Abuse and neglect

Abuse and neglect are forms 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 a stranger. They may be abused by an adult or adults, or another child or children.

### Physical abuse

Physical abuse 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

Emotional abuse is 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 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 cyber-bullying), 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

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, including prostitution, 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

Neglect is 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Staff need to be aware of the possibility of this sort of abuse, 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.

## Female Genital Mutilation (FGM)

All staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Victims of FGM are likely to come from a community that is known to practise FGM. Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines.

There is now (from October 2015) a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. The non-emergency number for the police is 101. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

## Sexting

Sexting is defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Creating and sharing sexual photos and videos of under-18s is illegal.

There may be various reasons why a pupil has engaged in sexting; it may be a romantic/ sexual exploration scenario or due to grooming / coercion. What action is to be taken will depend on a number of factors and each case must be assessed on its merits by the DSL in school in the first instance. Regardless of what action is taken, incidents and the rationale for any action must always be recorded centrally. It may also be necessary to assist a young person and / or parents in reporting and / or removing the image from a website or elsewhere.

## Radicalisation and the Prevent duty

It is vital that all staff are aware of the possible risks and look for warning signs with the children. There are some steps that are taken to safeguard children's welfare; the school's DSL will have overall responsibility to ensure the implementation of the Prevent duty by ensuring that any possible signs of concern such as those mentioned below are highlighted.

Any unexplained absences of children are investigated early on the day of absence and parents are asked to give warnings in advance of any absences, either short or long term. If concerns in this area are linked with wider safeguarding concerns, then it may be considered appropriate to make the referral to the Channel programme rather than the usual Children's Services route.

Students are taught within a framework that celebrate British Values in order to foster resilience against radicalization.

### Peer or Peer abuse

Children are capable of abusing their peers. Students are educated that "banter" is unacceptable and sanctions and reflection time are imposed where appropriate. Victims of peer on peer abuse will be supported through mentoring, parental involvement and monitoring. Restorative justice, or mediation, is a useful tool. Sexting is not tolerated, and students are encouraged to screenshot and report. The police may be contacted for advice or escalation. Phones will be screened and confiscation as necessary as part of an investigation. All genders are at risk and staff are vigilant for any inappropriate sexual or physical interactions.

Additional information may be found at:

- The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264
- counter-extremism@education.gsi.gov.uk.

## 9. Concerns

All staff and volunteers should be concerned about a child if he or she:

- Has any injury which is not typical of the bumps and scrapes normally associated with an accidental injury
- Regularly has unexplained injuries
- Frequently has some injuries (even when apparently reasonable explanations are given)
- Gives confused or conflicting explanations about how injuries were sustained
- Exhibits significant changes in behaviour, performance or attitude
- Indulges in sexual behaviour which is unusually explicit and / or inappropriate to his or her age / stage of development
- Discloses an experience in which he or she may have been significantly harmed
- Never dismiss any safeguarding disclosures as 'banter'

In addition, any other cause for believing that a child may be suffering harm should be reported. If a crime has been committed the matter should be reported to the police directly.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting, sexting, banter, absenteeism, domestic violence, fabricated or induced illness, faith abuse, gender-based violence, hate and mental health should be immediately raised with the DSL.

All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse.

Staff should be aware of the particular vulnerability of children with special educational needs and or disabilities and report any concerns to the DSL without delay.

## 10. Procedures

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. **Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. (Refer to Appendix A 'Actions where there are concerns about a child')**. If the concern relates to radicalization then it may instead be made to the Channel programme. Details of the processes are

contained within the 'Keeping Children Safe in Education' document. Details of the Channel programme are found at: [www.gov.uk/government/publications/channel-guidance](http://www.gov.uk/government/publications/channel-guidance)

The school is aware that there are restrictions on the reporting or publishing of allegations against teachers, and so the school will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions will apply up to the point where the accused person is charged with an offence, or the DfE/Teaching Regulation Agency publish information about an investigation or decision in a disciplinary case.

## **11. Dealing with a disclosure**

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Social Care or other agencies
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct leading questions
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass information to the Designated Safeguarding Lead without delay
- NOT allow the child to be interviewed a second time. Accept what the child says and report to the Designated Safeguarding Lead
- Unless there are concerns that speaking to a parent may place a child in danger the DSL should talk to the parents regarding any concerns e.g. a comment made by a child, an unusual mark or bruise (For avoidance of doubt parents' consent is not required in making a referral)
- A professional judgement is made as to whether the explanation is satisfactory. This decision involves discussion with the Headteacher

### 11.1 General points on how to respond to a child wanting to talk about abuse:

- Show acceptance of what the child says (however unlikely the story may sound)
- Keep calm
- Look at the child directly
- Be honest
- Tell the child you will need to let someone else know – don't promise confidentiality
- Even when a child has broken a rule, they are not to blame for the abuse
- Be aware that the child may have been threatened or bribed not to tell
- Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen

### 11.2 Helpful things to say:

- I understand what you are saying
- Thank you for telling me
- It's not your fault
- I will help you

### 11.3 Things not to say:

- Why didn't you tell anyone before?



- I can't believe it!
- Are you sure this is true?
- Why? How? When? Who? Where?
- Never make false promises
- Never make statements such as "I am shocked, don't tell anyone else"

#### 11.4 At the end of the conversation:

- Reassure the child that they were right to tell you and show acceptance
- Let the child know what you are going to do next and that you will let them know what happens
- Contact the appropriate DSL
- Consider your own feelings and seek pastoral support if needed
- Additional consideration needs to be given to children with communication difficulties and to those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to his or her age, understanding and preference

#### 11.5. Record Keeping

When a child has made a disclosure, the member of staff or volunteer should:

- Make brief notes as soon as possible after the conversation
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury (note that staff should only note injuries that would normally be seen and be careful not to ask children to undress)
- Record statements and observations rather than interpretations or assumptions
- Give all records to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer
- Format for reporting is in the CP file in the staff room

All concerns, discussions and decisions regarding a Safeguarding issue recorded and kept on relevant file.

## **12. Support following a disclosure**

### **Supporting staff**

Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff or volunteer should consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead who can seek support from the appropriate governor or from the Trafford if required.

### **Supporting staff against whom an allegation is made**

The school has a duty of care to its employees. Support will be given to staff who have an allegation made against them:

- Individuals will be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the children's social care services or the police
- The individual will be advised to contact their trade union representative, if they have one, or a colleague for support

- A named representative will keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. This will continue if the employee has been suspended
- Parents and carers will be made aware of the legal requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing
- Reporting restrictions apply against the release of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply (unless anonymity is waived) until the point that the accused person is charged with an offence

## **Supporting children**

The School will endeavour to support all children by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children
- Teaching the children about safeguarding, including online, through the curriculum and PSHE
- Helping children to adjust their behaviors in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.
- Children are taught about the risks posed by adults and young people, who use the internet to bully, groom, abuse or radicalise other people, especially children and young people
- Parent meetings will be held at least once each year to help support parents in keeping their children safe online

Internet safety is part of the school's ICT curriculum and is also embedded in PSHE. The latest resources promoted by DfE can be found at:

- The use of social media for on-line radicalisation
- The UK Safer Internet Centre ([www.saferinternet.org.uk](http://www.saferinternet.org.uk))
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

## **13. Confidentiality**

All matters relating to Safeguarding are confidential.

- The Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need to know basis only
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children
- All staff must be aware that they cannot promise a child to keep secrets

## **14. Whistleblowing**

It is recognised that children cannot be expected to raise concerns in an environment where staff fail to do so. The school will ensure that all staff are made aware of their duty to raise concerns about the attitude or actions of colleagues to the head. If staff feel unable to raise the issue with the head or they feel that their genuine concerns are not being addressed they should speak to the Designated Safeguarding Lead, Assistant DSL, or another Director if they feel their concerns are not being addressed. See separate Whistleblowing Policy.

## **15. Appointment of staff (also refer to Safer Recruitment Policy)**

School procedures for appointing staff are in line with the guidance in 'Keeping Children Safe in Education (DfE Sept 2018)' and the Trafford procedures. These will be reviewed regularly in the light of new legislation and guidance.

Safeguarding issues must be at the forefront in the recruitment processes for both teaching and non-teaching staff. Induction procedures will include Safeguarding, Confidentiality and Health and Safety.

The appointment process is designed to deter potential offenders from applying.

References are taken up in advance, and interviews include questions regarding child protection issues. All applicants who are offered employment in posts involving access to children (whether teachers or support staff) will undergo Disclosure and Barring Service (DBS) Disclosure information, including barred list information and on line prohibition checks before the appointment is confirmed.

Other adults who may come into direct contact with pupils as part of their business with the school or an on infrequent basis (Directors of AS, coach drivers, parents helping on trips) will be subject to an appropriate check which may include a DBS check.

Any member of staff found not suitable to work with children will be notified to the appropriate bodies, including the DBS. In line with current guidance, any serious concern raised, whether proven or not, will be reported in staff references.

## **16. Allegations involving school staff including volunteers**

The school has a separate Complaints Policy.

All Local Authorities have a Local Authority Designated Officer (LADO) who works within Children's Services and must be alerted to all cases (from within any agency) in which it is alleged that a person who works with children has: behaved in a way that has harmed, or may have harmed, a child possibly committed a criminal offence against children, or related to a child behaved in a way that indicates s/he is unsuitable to work with children.

- All school staff should take care not to place themselves in a vulnerable position with a child
- All staff should be aware of the school's Behaviour Policy
- If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and immediately inform the Headteacher (DSL) or deputy DSL or governor where appropriate. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation
- There should be a clear distinction between an allegation, a concern about the quality of care or practice or a complaint.

An allegation may relate to a person who works with children who 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 they may pose a risk of harm to children

The Head will not investigate the allegation itself, or take written or detailed statements but immediately refer the matter to the LADO (the discussion with the LADO will be recorded in writing) in accordance with the safeguarding procedures. In doing so, the head teacher will consult with relevant agencies.

The school will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. School will give due weight to the views of the LADO, KCSIE and WT when making a decision about suspension.

If, after consultation with the LADO, the head teacher decides that the allegation warrants further action through Safeguarding procedures he/she must make a referral direct to the local LADO. If the allegation constitutes a serious criminal offence, it will be necessary to contact the police.

Careful consideration needs to be given to the suspension of the member of staff against whom an allegation has been made. Any suspension is seen as a neutral action and does not predict the outcome of any disciplinary process. The Director will be consulted before a final decision is made.

If it is decided, having taken advice from the LADO, that this is not necessary to refer the matter to Social Care the head teacher will consider whether there needs to be an internal investigation.

If the complaint made to a member of staff concerns the Head, the person receiving the complaint will immediately inform the Director who will follow the procedures above without first notifying the Head.

Under the latest guidance (Keeping Children Safe in Education, DfE, Sept 2018) we will take into account the following matters:

- Procedures will be applied with common sense and professional judgment
- For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week
- Allegations found to be malicious should be removed from personnel records
- Records must be kept for all other allegations and recorded in detail in personnel files, with a copy given to the person concerned
- Allegations that are not substantiated, unfounded or malicious should not be referred to in employer references, even if repeated

The school will inform Teaching Regulation Agency and DBS promptly (and definitely within 30 days) if the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned and that consideration is given to making a referral to the Teaching Regulation Agency.

**Contact details:**

<https://www.gov.uk/government/organisations/teaching-regulation-agency>

53-55 Butts Road

Earlsdon Park

Coventry

CV1 3BH

United Kingdom

**17. Physical intervention/positive handling**

- It is acknowledged that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person
- If the physical intervention is of a nature that causes injury to a child it may be considered under child protection or disciplinary procedures
- Staff may need to take action in situations where the use of reasonable force may be required
- There are occasions when physical contact with a pupil is proper and necessary, to prevent injury / harm to the pupil themselves or any other person

**18. Bullying (See Anti-Bullying Policy)**

Bullying is persistent deliberate hurtful behaviour by an individual or group which is intended to insult, hurt or intimidate another person. It is a repeated behaviour over a period of time where it is difficult for the bullied individual to defend themselves. (Bullying should be distinguished from

random acts of aggression). Our policy acknowledges that to allow or condone bullying may lead to issues under safeguarding procedures. Please see the school's anti-bullying policy for further details.

Occasionally abuse may be by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' including that any such abuse will be referred to local agencies. In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk". Sections 7 to 10 of this policy would apply.

## **19. Internet Safety & Mobile phones**

Social networking sites often set a minimum age limit (Facebook is 13, for example) for users to register on line. Teaching children to use digital technology safely is an important part of the curriculum.

Staff must be alert to disclosures by pupils of cyber bullying and internet grooming. Such disclosures must be recorded and referred in the same way as other forms of bullying or abuse.

Under normal circumstances and in all settings (including EYFS), the use of mobile phones and personal cameras in the classroom is forbidden. Phones should be turned off and out of sight. However under exceptional circumstances, and only on direction from the head, it may be necessary to allow the use of mobiles to ensure the wider safety of the setting, for example on the failure of the internal telephone system. If this is the case, the right to examine phones is reserved if there is any suspicion of inappropriate use.

## **20. Racist comments**

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

## **21. Inappropriate relationships**

Under no circumstances should inappropriate relationships be encouraged between adults and children. Staff should be aware that the Sexual Offences Act 2003 created a new criminal offence of abuse of trust and a new offence of meeting a child following sexual grooming.

Where a member of staff is concerned that a pupil has developed a crush or attachment to them, they should report this to the Designated Safeguarding Lead and should discourage social exchanges with them that are in any way different from those of the rest of their peers.

Any contact with children through social media sites should be considered as inappropriate. If a child continually seeks contact with a member of staff through a social media site, the head should be informed so that a dialogue can be started with the child's family.

Staff should at all times have regard for their professional responsibilities and for their conduct to ensure that they uphold the letter and spirit of this policy in safeguarding children.

## **22. Lone working**

Lone working with individual children should be avoided if at all possible. However, it is recognised that there will be occasions when there is no alternative. The following guidelines should be considered by staff:

- Let another member of staff know that they are alone with a child
- Keep the door open to the room that they are in or ensure they are in a room with an uncovered glass panel in the door

- If this is a regular occurrence (such as regular individual music lessons), the child's parent/carer should be informed of the situation
- Should anything happen during the session that makes the staff member uncomfortable, this should be reported to the Designated Safeguarding Lead immediately
- Teachers providing lifts to children (If a teacher and a family wish for a teacher to provide car transport to their child then the families must put this request in writing to the Head. The teacher must also put this information in writing to the Head. The letter needs to state that the school is in no way accountable for this journey and that it is a private arrangement. The member of staff providing lifts to children needs to be certain that they are fully insured to transport other people's children.)

### **23. Child Missing from Education**

A child going missing from education is a potential indicator of abuse or neglect. School staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Office staff receive registers in the morning and will contact parents in the case that a child has an unexplained absence. School will inform the local authority 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.

### **24. Curriculum Links/Prevention**

- The pastoral care system, PSHE assemblies, PSHE curriculum and other pastoral activities facilitate a supportive school community
- Staff should be aware of the 'Prevent Strategy' when planning some PSHE lessons, which requires that teachers, "have due regard to the need to prevent people from being drawn into terrorism".
- There is a strong ethos where children feel secure and are encouraged to talk and are always listened to
- All children know there is an adult in the school whom they can approach if they are worried or in difficulty
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help both whilst at school and in the future

### **25. Health and Safety and Educational Visits/Visitors**

- The school places great significance on the protection of children within the school environment as reflected in the Health and Safety policy. This is extended when pupils are away from the school undertaking school trips. All trips are reviewed after the event to see if there are any changes necessary
- The school secretary seeks to ensure the suitability of adults working with children on the school site at any time including in school holidays
- Any visiting speakers and the subject matter of the visit are vetted to ensure there is no risk to the children in terms of radicalization, extremism and the Prevent duty. An internet search will be made to check if further information is available about the speaker and the member of staff inviting the speaker will request a summary of the content of their presentation

### **26. Early Years and Foundation Stage**

All staff who works with in EYFS must complete the EYFS induction training which helps them to understand their roles and responsibilities.

The Head of Early Years must ensure that the school Safeguarding Policy also applies to EYFS. The following are specific additional EYFS requirements:

- Designate a practitioner to take Lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate

## **27. Other Agencies**

The staff may refer to other agencies for details and information related to any aspect of Safeguarding and Child Protection, links to a selection of which are listed below:

[www.barnardos.org.uk](http://www.barnardos.org.uk) (Training)

[www.nspcc.org.uk](http://www.nspcc.org.uk) (Training)

[www.dhsspsni.gov.uk/child\\_protection](http://www.dhsspsni.gov.uk/child_protection)

[www.gov.uk/schools](http://www.gov.uk/schools)

[www.safenetwork.org.uk](http://www.safenetwork.org.uk)

[www.safeguardingchildren.co.uk](http://www.safeguardingchildren.co.uk)

Families First/Early Help - Working together to Support Families (01438 737 575)

## **Important Contact Details**

**Local Authority Designated Officer:** 912 5125

**Social Services Referrals:** 912.5125

**Targeted Youth Services:** 01707 292 682

**Police:** Non-emergency 101; Emergency 999

**Counter Extremism:** 020 7340 7264

**NSPCC FGM helpline:** 0800 028 3550

## **Appendix A**

This is a list of indicators to be aware of when assessing the risk of radicalization. This has been filtered to those which would especially apply to children of the age groups present at Abbotsford Prep School

### **Vulnerability**

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/religious hatred or acts of violence?

### **Experiences, Behaviours and Influences**

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?

- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

### **Travel**

- Has the child/young person travelled for extended periods of time to international locations known to be associated with extremism?

### **Social Factors**

- Does the child/young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/young person have any learning difficulties/ mental health support needs?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/national status?
- Does the child/young person have insecure, conflicted or absent family relationships?
- Has the child/young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

### **More critical risk factors could include:**

- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Justifying the use of violence to solve societal issues
- Significant changes to appearance and/or behavior

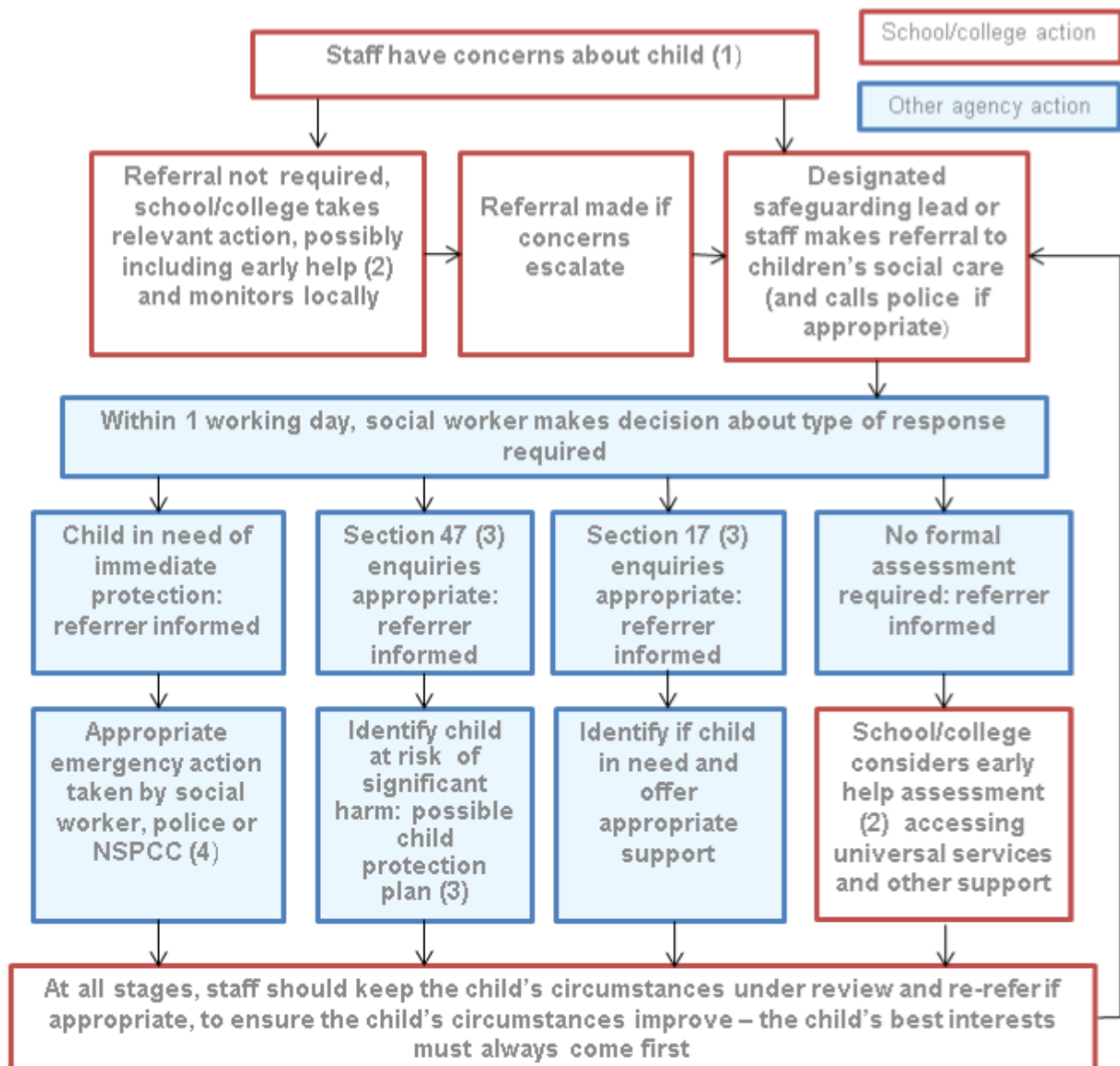
If you have any concerns discuss them with your Safeguarding Lead and local Prevent Officer.

The policy will be reviewed annually which will include an update and review of the effectiveness of procedures and their implementation. This review will take place during the Summer Term School Review, led by the directors.

<b>Date</b>	<b>Position</b>	<b>Name of reviewer</b>	<b>Date of next review</b>
September 2018	Head	Mrs C Howard	September 2019
September 2018	Director	Mr A Khan	September 2019



## Actions where there are concerns about a child



For the avoidance of doubt:

If there are any immediate and significant concerns, staff may go directly to any appropriate agency (e.g. social services / police).