



Est. 1919

BRAMBLETYE**SAFEGUARDING (CHILD PROTECTION) POLICY****A Whole-School policy including EYFS****STATEMENT OF INTENT**

The safety and welfare of all our pupils at Brambletye School ('the School') is the highest priority for all staff and governors. Our priority is to know every pupil as an individual and to provide a secure and caring environment so that every child can learn safely and securely. In all matters relating to Safeguarding and Child Protection, the School will follow the procedures laid down by our own (or where appropriate the relevant child's) Local Safeguarding Children Board, which is the West Sussex Safeguarding Children's Board (WSSCB), together with DfE guidance contained in *Working Together to Safeguard Children* (March 2015), *What to do if you're worried a child is being abused* (March 2015), the *Disqualification Under the Childcare Act 2006*, *Prevent Duty Guidance: for England and Wales* (March 2015), *Revised Prevent Duty Guidance: for England and Wales* (July 2015), *The use of social media for on-line radicalisation* (July 2015), *'Mental Health and Behaviour in Schools* (March 2015), *Counselling in Schools: a blueprint for the future'* (March 2015) and the latest version of *Keeping Children Safe in Education (KCSIE)* which was published in May 2016 and came into effect on 5 September 2016. The latter document is referred to hereafter in this policy as *KCSIE*.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

All members of staff (both teaching and support staff) have a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and that they are required to be alert to any possible concerns. Where a child is suffering significant harm, or is likely do so, a member of staff must take action immediately to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if he/she is not suffering harm or at immediate risk.

THE IMPORTANCE OF A COORDINATED APPROACH TO SAFEGUARDING

The School and its staff form part of a wider safeguarding system for children. This system is described in the statutory guidance *Working Together to Safeguard Children* (March 2015). Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding and keeping children safe. In order to fulfil this responsibility effectively, all members of staff must ensure that they consider at all times what is in the best interests of the children.

Every person who comes into contact with a child has a role to play in identifying concerns, sharing information and taking prompt action.

WHAT IS CHILD ABUSE?

All members of staff are directed to the advice "*What to do if you are worried a child is being abused – Advice for practitioners*" (March 2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> which provides information on understanding and identifying abuse and neglect.

In addition the NSPCC's child protection fact sheet "*Recognising signs of abuse at different stages of a child*" (April 2014) is attached at Appendix A and should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. All members of staff must also be familiar with Annex A of the September 2016 version of *KCSIE*, as this has some additional signs of abuse to look out for.

Part 1 of the DfE guidance *KCSIE* states that all staff must be aware that abuse, neglect and safeguarding issues are rarely 'standalone' events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Members of staff should also be aware that abuse can be committed by anyone including other children (for example by one or more pupils against another). The guidance also highlights that sexual abuse is not only perpetrated by adult males but may also be committed by women and by other children.

PREVENT DUTY

The School has a separate Prevent Policy which outlines the responsibilities of all staff to protect children and young people who are vulnerable or may be at risk from extremism and/ or being radicalised. Please refer to this policy for further details on staff responsibilities in safeguarding pupils from extremism or radicalisation.

Staff should note that any concerns relating to Prevent should be highlighted through the usual reporting procedures as for any other safeguarding concern and as laid out in this policy.

TRANSPARENCY

The School prides itself on its insistence on its respect for others and mutual tolerance, and the parents or guardians of our pupils have an important role in supporting the School in ensuring the safety of their own children and other pupils. Copies of this policy,

together with our other associated policies relating to Safeguarding issues, are posted on our website and are listed at the end of this document, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

SAFER EMPLOYMENT PRACTICES

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. In addition to carrying out safe recruitment procedures as set out in the DfE's guidance *KCSIE*, members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff such as music teachers and sports coaches are subject to the necessary statutory Safer Recruitment checks before starting work. All governors, volunteers and contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate checks and procedures apply to any staff employed by another organisation and working with the School's pupils at the school or on another site such as during educational trips away from the School. The School also ensures that, in line with its Prevent Policy, pupils are safeguarded from staff and/or visitors to the school who may have extreme or radical views which are likely to cause them harm. Please refer to the school's Prevent Policy and Recruitment and Selection Policy for further details.

DISQUALIFICATION FROM WORKING IN CHILDCARE

In line with the guidance set out in *KCSIE*, the School also ensures it is compliant with the *Disqualification under the Childcare Act 2006*. Please refer to the school's Recruitment and Selection Policy for further details.

RAISING AWARENESS

Philip Lough is the Nominated Safeguarding Governor for Safeguarding issues, including Safer Recruitment, Child Protection and Prevent. The governors carry out an annual review of the school's Safeguarding (Child Protection) policy and procedures, at a meeting which the school's Designated Safeguarding Lead attends. The Governors also receive Safeguarding updates termly in the Headmaster's report to the Governing Body. The Governors also receive an annual report on safeguarding which is compiled jointly by Philip Lough – the Nominated Safeguarding Governor and Nick Holloway – the DSL.

The Governing Body is responsible for:

- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of *KCSIE*; and Annex A of the September 2016 version of *KCSIE*,

- ensuring that the School's safeguarding arrangements reflect local protocols for assessment and meet WSSCB thresholds as required;
- approving the DSL's job description which includes the key activities of the role. Also they must ensure that the DSL has sufficient time funding, supervision and support to fulfil his or her child welfare and safeguarding responsibilities effectively.
- ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- recognising the importance of information sharing between professionals and local agencies and ensuring that the school contributes to inter-agency working in line with "Working Together to Safeguard Children";
- ensuring that all staff undergo safeguarding and child protection training at induction, that training is updated for all staff in line with WSSCSB advice and that all staff receive Safeguarding updates at least annually or as required by new statutory guidelines ;
- ensuring that pupils are taught about Safeguarding, including online, through teaching and learning opportunities;
- reviewing the procedures for and the efficiency with which the Safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in Safeguarding arrangements are remedied without delay;
- approving amendments to Safeguarding arrangements in the light of changing Regulations or recommended best practice.

The Nominated Safeguarding Governor visits the school termly to ensure that the policy is known in practice – the Chairman will talk to a number of selected staff right across the school to ascertain if they understand the policy and the procedures outlined within it e.g being able to identify the DSL, being able to discuss how they would react and respond if a child were to disclose and being able to identify possible symptoms of abuse.

DESIGNATED SAFEGUARDING LEAD

Nick Holloway is the Designated Safeguarding Lead (DSL) for the whole School including EYFS. He has been fully trained for the demands of this role in child protection and inter-agency working. He is also the Deputy Head Pastoral and is a member of the senior management team at our school, and is also our Prevent Lead. In his absence Dawn Atkinson is designated as the Deputy Designated Safeguarding Lead for EYFS (or DDSLs), and Simon Bird is the DDSLs for the Prep School. Both the DSL and his deputies regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training regularly and at least every two years, and they all have a job description for their safeguarding roles and key activities as detailed in Appendix B. The DSL

and his Deputies also ensure their knowledge and skills remain up to date through the receipt and reading of relevant e-bulletins and emails, and they read and digest safeguarding developments also through meeting with other DSLs. Their training meets the requirements of the latest version of DfE's *KCSIE*.

The DSL is clear that although he may delegate activities to the DDSLs and/or other named staff above he retains the ultimate **lead responsibility** for Safeguarding and child protection at the School at all times.

The DSL maintains close links with the WSSCB and reports regularly each term to the Governors on the Safeguarding issues outlined above, at the termly full Governors' Meeting where Safeguarding is a standing item on the agenda and in his written report to Governors. He maintains close liaison with the Nominated Safeguarding Governor at other times of the term, and informs him of any referral or potential referral on a 'no names' basis.

RECORD KEEPING

The school's Safeguarding (Child Protection) records are kept securely under lock and key in the DSL's office, and are separated from other routine pupil records. Access is restricted to the DSL and the DDSLs.

The DSL is responsible for ensuring that any concerns, discussions, decisions and reasons for Safeguarding decisions are recorded in writing and kept securely as outlined above.

INDUCTION AND TRAINING

All new members of staff, including part-timers, temporary, visiting and contract staff working in the School, receive appropriate induction training from the DSL on arrival at the School on their responsibilities in being alert to the signs of abuse and bullying, of Prevent awareness and on the procedures for recording and referring any concerns to the DSL and, if required, to the main points of local procedures of the WSSCB whose website link is www.westsussexscb.org.uk. This induction training for new staff takes place as soon as they start at the school, if not before. Safeguarding training is also given to new governors and volunteers. Everyone attends regular refresher training in line with advice from the WSSCB. We follow the guidance and renew this training at least every 3 years for all our staff, with the DSL and DDSLs receiving specialist refresher training at least every two years. Visiting Music Teachers and Visiting Activity Teachers (who are self-employed) are given induction training and required to attend the refresher training every 3 years in line with all other school staff.

In addition all members of staff are provided with an annual update (or more frequently if required) on Safeguarding matters, to ensure they have the skills and knowledge to keep children safe and ensure their welfare effectively. This annual update takes place during the autumn staff INSET training days and is delivered by the DSL. The DSL also provides more regular updates via e-mails and/or during staff meetings as and when appropriate and required.

Training in Safeguarding (Child Protection) is an important and integral part of the induction process. Training includes a review of the school's Safeguarding (Child Protection) Policy,

the school's Prevent Policy, the Staff Conduct Policy and 'Good Behaviour, Discipline, Sanctions and Exclusions' Policies, the school's Whistle Blowing Policy, the identity of the DSL (and DDSLs) and a copy of Part 1 of the latest version of *KCSIE*, as well as Annex A of this policy where appropriate. All new staff are required to read these documents and to sign to indicate they have both read and understood them, and this requirement is renewed annually. The DSL is responsible for ensuring during the staff induction process that all new members of staff have fully understood Part 1 of *KCSIE*, and this understanding is checked through informal discussion during the induction sessions.

In addition all members of staff are required to re-read Part 1 of *KCSIE* (and Annex A as appropriate) on an annual basis and sign to confirm they have both read and understood it. This record is held by the Bursar in their individual Staff File. The understanding of members of staff of Part 1 of *KCSIE* is then checked by the DSL during the annual training session on Child Protection which takes place during the INSET at the start of the Autumn Term. This is done through an informal question and answer session. All members of staff are also given the opportunity to highlight any concerns about their understanding on the form for signing. The Bursar is responsible for informing the DSL of any staff who require additional training in order to be able to confirm their understanding.

Training also promotes staff awareness of child sexual exploitation, forced marriage, radicalisation, extremism, "honour based" violence and female genital mutilation. All members of staff are made aware of the signs, symptoms and indicators of such practices and are required to take appropriate action without delay if such a practice is suspected.

The School recognises the expertise of its staff members who are managing safeguarding concerns on a daily basis and welcomes any contribution from staff on safeguarding arrangements or policies. Staff should feed any suggestions directly to the DSL.

PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD

The School treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All school employees are made aware of their duty to safeguard and promote the welfare of children in the School's care. Staff members are alerted to the particular potential vulnerabilities of 'looked after children', and the Governing Body has a designated teacher to promote the educational achievement of any children who are looked after and to ensure this person has appropriate training and knowledge to protect and promote their welfare.

Safeguarding is the responsibility of every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in the School. They are required to report instances of actual or suspected child abuse or neglect to the DSL. In addition, in line with the school's Prevent Policy, they are required to report any concerns regarding radicalisation or extremism to the Prevent Lead (who is the DSL).

If staff have any concerns about a child (as opposed to a child being in immediate danger) they should first, where possible, raise their concerns with the DSL. Any member of staff may also make a direct referral to children's social care. Other options could also include

referral to specialist services or early help services and should be made in accordance with the referral threshold set by the WSSCB.

If a member of staff does make a direct referral they must inform the DSL that they have done so as soon as possible. The online tool "Reporting Child Abuse to your Local Council" <https://www.gov.uk/report-child-abuse-to-local-council> directs staff to the local children's social care contact number, which is also published in this Policy.

The local authority should make a decision within one working day of a referral being made as to what course of action they will be taking and should let the referrer know this outcome. Staff should follow up on a referral should this information not be forthcoming.

If after a referral the child's situation does not appear to be improving the DSL (or the person who made the referral) should return feel confident in pushing the relevant LCSB for reconsideration to ensure concerns are addressed and the child's situation improves.

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and the police immediately. Any member of staff can make this referral and should then inform the DSL immediately that they have done so.

Where the allegation(s) concern a member of staff the staff member should report the matter directly to the Headmaster, or where they concern the Headmaster to the Chairman of Governors directly and/or direct to the school's local authority (see below).

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to the relevant local agency must be made within 24 hours of the safeguarding issue being raised.

The School supports and will contribute towards inter-agency working in order to safeguard our pupils in line with "*Working Together to Safeguard Children*" (March 2015). Where any child is in need of additional support from one or more agencies, we expect that an inter-agency assessment would be undertaken in line with the provisions of this document. This would use local processes which the School will adhere to, including the use of the "Common Assessment Framework (CAF)" and "Team around the Child (TAC)". This includes providing an early offer of co-ordinated help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The School will also allow access for children's social care from the local authority and where appropriate from a placing local authority for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment of the *Children Act 1989*. Although decisions to seek support for a child in need would normally be taken in consultation with parents and pupils, the School acknowledges that there is no requirement for parental consent for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

In order to meet the needs of children the School recognises the importance of sharing information between professionals and local agencies. While the School complies with the Data Protection Act 1998 it understands that this Act is not a barrier to sharing information where failing to do so would result in a child being placed at risk of harm.

If a concern is raised relating to a pupil being at risk of radicalisation, the DSL must consider the level of risk to ensure the appropriate referral is made, which could include Channel or Children's Social Care.

In the case of female genital mutilation (FGM) it is mandatory for members of school staff to report to the police where they discover that an act of FGM appears to have been carried out. Teachers should still consider and discuss such cases with the DSL and involve children's social care as appropriate.

Any member of staff who has any concerns, however small, about a pupil should raise this to the DSL as soon as possible. Advice regarding borderline concerns or relating to threshold levels may be sought from the DSL or from local authority agencies directly. This is to ensure that children receive the right help at the right time to address risks and prevent issues escalating. All staff are made aware of the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and taking responsibility for challenging inaction. All concerns, discussions, and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss this with the DSL.

In line with the School's Whistle Blowing Policy all staff and volunteers should feel confident in reporting concerns about poor or unsafe practice or potential failures in the school's safeguarding regime. Staff should refer to the Whistle Blowing Policy for details on this process.

If a pupil with a Safeguarding file leaves the school, the file should be transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

The school's local authority is West Sussex County Council (WSSCC) which operates the WSSCB. It operates according to the procedures detailed in the Pan Sussex Child Protection and Safeguarding Procedures Manual. The School's points of contact with WSSCB are as follows:

External Agency Contact Information

WSSCB Tel : 0330 222 7799

 Email : lscb@westsussex.gov.uk

 Address : West Sussex Safeguarding Children Board, Third Floor, East Wing, County Hall, West Street, Chichester, West Sussex PO19 1RQ

LADO safeguarding team 0330 222 4223

Police Emergency: 999

Police Non-Emergency: 101

Prevent Team: 101 ext. 531355 prevent@sussex.pnn.police.uk

OFSTED Safeguarding Children 08456 404046 (Monday to Friday from 8am to 6pm)
Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA
Tel: 01325 953795

National College for Teaching and Leadership 0345 609 0009

EARLY HELP

Providing early help is more effective in promoting the welfare of children than reacting later. All staff members must be prepared to identify children who may benefit from early help (as detailed in Chapter 1 of *Working Together to Safeguard Children*). Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss early help requirements with the DSL. If the DSL deems that early help is appropriate he should then support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. If parents and/or the child do not consent to an early help assessment, the DSL should take advice from the WSSCB bearing in mind that decisions will always be taken in the child's best interest. The case should then be kept under constant review and consideration should be given to referring a case to children's social care if the child's situation does not appear to be improving.

PROCEDURES FOR DEALING WITH ALL DISCLOSURES/ALLEGATIONS OF ABUSE

Allegations of abuse may be made against a member of staff, a volunteer, a governor, a pupil, parent or other person connected to the school.

Allegations of abuse against teachers and other staff will be dealt with according to the statutory guidance set out in part four of *KCSIE*.

If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide re-assurance and to record the child's statements, but not to probe or put words into the child's mouth.

On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given. The child should instead be told that the matter will be referred in confidence to the appropriate people in positions of responsibility. Staff should never promise a child that they will not tell anyone about an allegation.

The member of staff should inform the DSL immediately (or in his absence his Deputy) and should make and submit an accurate written record so that appropriate agencies can be informed within 24 hours and the matter resolved without delay. Teaching cover will be

provided if necessary to allow the member of staff time to write up accurately any disclosure as soon as possible. The DSL will contact the Local Authority Designated Officer (LADO) for advice or direction and will inform OFSTED if appropriate. In relation to our nursery/EYFS setting, the school will inform OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

If the allegation of abuse concerns the DSL/Headmaster, the member of staff should immediately inform the Chairman of Governors and the LADO, without the Headmaster being informed first.

The DSL (or in his absence the DDSLs) will refer all allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the local authority designated officer (LADO) within 24 hours.

Borderline cases will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meets the relevant threshold. The LADO and the DSL will decide in the circumstances what further steps should be taken. This could involve informing parents and calling the police.

If the allegation concerns a member of staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The school will normally appoint a senior member of staff to keep the person informed of the likely course of action and the progress of the case. If a live-in member of the boarding staff is suspended pending an allegation, alternative accommodation away from the children will be organised.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it) or malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended by the Headmaster if this is felt appropriate. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the School's Disciplinary Policy. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the School's Behaviour and Discipline Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will consider whether a referral to the National College for Teaching and Leadership (NCTL) should be made. In this case a prohibition order may be made, because that teacher has displayed unacceptable professional conduct, or conduct that may bring the profession into disrepute, and the situation could result in a criminal conviction for a relevant offence. The School will also consider making a referral to the Disclosure and Barring Service (DBS) for consideration of whether inclusion on the barred lists is required. The School will also make a serious incident report to the Charity Commission whenever it is appropriate under the Commission's guidelines to do so.

The School follows DBS guidance and procedures regarding referrals and barring decisions and the *Safeguarding Vulnerable Groups Act 2006* and the *Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009*. The school will always report to the DBS within one month of that person leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children because they are considered to have caused harm or posed a risk of harm to a child. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

In line with the guidance issued in *KCSIE* (September 2016) the School will also consider reporting any non-recent abuse allegations to the police.

PEER ON PEER ABUSE

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

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

PEER ON PEER SEXUAL ABUSE

The *Sexual Offences Act 2003* states that the age of consent for sex is 16 years old. It is not intended that the sexual offences legislation be used to prosecute mutually consenting sexual activity between under 16s, unless it involves abuse or exploitation. To protect younger children, the legal situation is that children aged under 13 years can never legally give consent.

All members of staff are responsible for watching out for signs of pupils being in abusive relationships. Some of the common signs of relationship abuse are detailed below, though school employees should be aware that all young people respond differently and that these signs could also be indicators of other issues:

- Physical signs of injury
- Missing School
- Decline in attainment
- Changes in behaviour, mood and personality, becoming withdrawn and passive
- Bullying/being bullied
- Isolation from family and friends
- Inappropriate sexual behaviour, language or attitudes
- Depression
- Self-harm, eating disorders, problems with sleeping
- Use of drugs or alcohol (especially where these haven't been used before)

If a member of staff has any concerns, or if a pupil discloses that they are being abused by another pupil, the member of staff concerned must report their concerns directly to the DSL. Established procedures will then be followed, including taking appropriate advice from local agencies. If the allegation is deemed not to be a safeguarding issue, the School's internal counselling and/or discipline policies will be followed.

ALLEGATIONS AGAINST PUPILS

Any allegation of pupil on pupil abuse must be reported immediately to the DSL. The DSL will take advice from the LADO on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of a Local Authority Designated Officer, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of a pupil whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend the pupil during the investigation.

Staff should refer to the School's Anti-Bullying and Cyber Bullying Policies for further details.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All members of staff are responsible for recognising the additional barriers which can exist when recognising abuse and neglect in this group of children. Staff requiring additional support in recognising these barriers should speak to the DSL and/or the Learning Development Coordinator (Mrs Rowena Pulvermacher) for further advice and support.

ONLINE SAFETY

The School recognises the need to ensure children are safeguarded from potentially harmful and inappropriate online material. The School aims to promote and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents will be managed in line with the child protection procedures outlined in this policy.

Many pupils own or have access to hand held devices and the School encourages parents to consider measures to keep their children safe when using the internet and social media at home and in the community. All members of staff receive regular briefings on online safety matters.

Please refer to the School's E Safety Policy for further details.

PARENTS

In general, the School authorities believe that parents should be informed about any concerns regarding their children. It is important that we are open and transparent in our dealings with parents. However, concerns of a safeguarding nature must be referred to the DSL who will decide on the appropriate response. In a very few cases, it may not be right to inform the parents of the concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the local Social Services.

PROMOTING AWARENESS

The School's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All members of teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All school employees, including all non-teaching staff, have an important role in insisting that pupils

always adhere to the standards of behaviour set out in our Behaviour and Discipline Policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHEE lessons to discuss what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are also used to promote tolerance and mutual respect and understanding. As outlined in our Prevent Policy the school curriculum also educates pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material.

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

- Every child has access to guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine, Children's Commissioner on 0800 528 0731 www.childrenscommissioner.gov.uk and the contact details for the School's Visitors.
- All pupils have access to a telephone helpline enabling them to call for support in private. Relevant telephone numbers are provided in the boarders' telephone booth.
- Our surgery and boarding accommodation display advice on where pupils can seek help.
- The School provides leadership training to senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the School's guidelines in this area. For more details on cyber-bullying please refer to the relevant school policy on cyber-bullying and E-Safety.
- PSHEE and Current Affairs lessons are provided for pupils in the Upper School which include information on subjects such as radicalisation and Female Genital Mutilation.

POSITION OF TRUST

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm to vulnerable young people, and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident which has this potential.

STAFF BEHAVIOUR

Members of staff must consult the relevant Staff Handbook and the following policies in connection with Staff Behaviour:

Staff Code of Conduct (including policies on alcohol, on use of social media and on 'Contact Adult to Child')

Restraint – in Good Behaviour, Discipline, Sanctions and Exclusions Policy

Data Protection Policy

Whistle Blowing Policy

Intimate Care Policy

All policies are available to staff on the School's computer system or in paper format on request to the Bursar.

The following guidelines apply particularly to Safeguarding (Child Protection):

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the school counsellor, school visitor or a member of the medical staff.

Members of staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car and if this is required in an emergency the pupil should sit in the back of the car.

Communication with Pupils

Members of staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message, personal email or through social media. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. This approach is also detailed in the school's Social Media Policy.

Use of Mobile Phones and Cameras

Where use of a school camera is not practicable, members of teaching and administrative staff may use their personal mobile phones to take photos or videos of pupils during the school day or at school events in order to provide such photos to the Headmaster and the Marketing Department for marketing and publicity purposes.

Any photos taken should be sent via email to the Headmaster and to the School's Marketing Department at the earliest opportunity, and all material must then be deleted immediately from the personal device. Further details can be found in the Social Media Policy.

Physical contact with pupils

There are occasions when it is entirely appropriate and proper for staff to have limited physical contact with pupils (e.g. for demonstration purposes in music or sport tuition, or to help or console an injured or distressed child), but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the DSL and Headmaster should be informed immediately and the incident and circumstances should be recorded as soon as possible, and, if appropriate, a copy placed on the pupil's file.

Physical Restraint

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to defuse the situation have failed. Another member of staff should, if possible, be present to act as a witness. All incidents of the use of physical restraint should be reported immediately to the DSL and Headmaster and recorded in writing. The DSL and Headmaster will then decide what to do next. Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. Further details can be found in the school's Restraint Policy.

Physical education and other activities requiring physical contact

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the child.

Transporting pupils

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey

should be made known to a senior member of staff and the pupil should sit in the back seat of the car.

Staff Access to Boarding Accommodation

The maintenance team access the boarding accommodation when required during the day when boarders are not in the accommodation. Best practice is for maintenance staff not to enter the accommodation alone but to work in pairs. Similarly members of the maintenance team do not enter the changing block alone and must ask for a chaperone if necessary.

The Domestic Cleaners may enter to clean the boarding accommodation when the children are not in the accommodation, this usually being either when the children are having breakfast in the Dining Room or are in lessons.

Changing arrangements for children

Staff should refer to the Intimate Care Policy for details.

Confidentiality

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who

does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

ACTION IF A PUPIL IS MISSING

Please refer to the school's Missing Pupils Policy.

In addition, and in line with the school's Prevent Policy, members of staff are required to understand the importance of monitoring pupil absences and promptly addressing any concerns regarding unexplained or irregular absence with parents/carers. School employees must ensure that they are mindful of their obligation to inform the local authority of any concerns relating to pupil absence in line with *KCSIE*. They should report any concerns to the DSL and ensure they follow the safeguarding procedures to protect pupils who go missing from school, particularly on repeat occasions.

EQUAL TREATMENT

The School is committed to equal treatment for all pupils regardless of sex, race, disability, sexual orientation, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through PSHEE lessons, the School Council, tutor meetings and frequent and regular conversations between staff and pupils.

BULLYING

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any such incidents. Please see our school policies on anti-bullying for further details. Incidents of bullying which are likely to lead to significant harm also fall under this policy.

COMPLAINTS

The School's Complaints Procedure is available on the school website, and a copy can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

WHISTLEBLOWING

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL (or to the Chairman of Governors where the concern relates to the DSL/Headmaster). Any concern will be thoroughly investigated under the school's whistle-blowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff concerned will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the *Public Interest Disclosure Act 1998* the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

Staff should also feel able to raise concerns relating to any perceived failures in the school's safeguarding processes through the school's Whistleblowing procedures.

Further details can be found in the school's Whistleblowing Policy.

If a member of staff feels unable to raise concerns, or feels that a genuine concern is not being addressed, the/she may also wish to follow other whistleblowing channels including the NSPCC Whistleblowing helpline (0800 028 0285).

MONITORING AND EVALUATION OF THIS POLICY

The school monitors and evaluates its Safeguarding (Child Protection) Policy and procedures through the following activities:

- Written Annual Report to the Governors by the NSG & DSL, with sign off by the Governing Body at the Full Board meeting in November
- Termly report to Governors on Safeguarding matters from the DSL, with a standing item on the Governors' Agenda each term for Governor scrutiny
- Governor visits to the school including at least a termly visit from the Nominated Safeguarding Governor, and regular discussions between the DSL and NSG;
- Senior management team discussions
- Staff meetings
- Pupil questionnaires
- Scrutiny of attendance data
- Regular analysis of a range of risk assessments especially by the Health & Safety Officer
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school. We take full account of the nature, age range and other significant features of the school, including historical issues, in the provisions made for safeguarding
- A log of serious incidents (including bullying and/or racist behaviour) kept by the Deputy Headmaster/Pastoral and reviewed regularly by the senior management team
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupils leisure rooms and activities after school
- Regular review of the School Council minutes

All Members of Staff should have regard for the following policies amongst others:

Prevent Policy

Missing pupils

Whistleblowing

Data Protection

Cyber-bullying

Anti-bullying

E-Safety

Boarding welfare

Social Media (within Staff Code of Conduct)

Keeping Children Safe in Education (Part 1)

Policy revised September 2017 by Philip Lough (NSG) and Nick Holloway (DSL)

Policy to be ratified by Full Board of Governors November 2017

Next revision due September 2018

APPENDIX A

Recognising signs of abuse at different stages of a child's development

NSPCC factsheet April 2014

This factsheet describes signs of abuse in the context of stages of child development. It aims to help anyone working with children to distinguish between normal child behaviour and those injuries and behaviours which might indicate abuse.

What is child abuse?

Child abuse happens when an adult inflicts harm on a child or young person, even, in some cases, if the adult's actions are not deliberate. There are four broad categories of child abuse:

- physical abuse
- sexual abuse
- neglect
- emotional abuse.

Sometimes children are sexually abused by other children.

Child abuse definitions

Physical abuse happens when a child is deliberately hurt, causing injuries such as cuts, bruises and broken bones. It can involve hitting, shaking, throwing, poisoning, burning, slapping or suffocating. It is also physical abuse when a parent or carer fabricates, or induces, the symptoms of an illness in a child.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities. It does not necessarily involve violence and the child may or may not be aware of what is happening. Sexual abuse includes: grooming a child with the intention of sexually abusing them; all forms of penetrative and non-penetrative sex; sexually exploiting a child in return for gifts, money or affection; and making, looking at and distributing indecent images of a child.

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

- provide adequate food, clothing and shelter
- protect the child from physical and emotional harm or danger
- supervise the child properly

- make sure the child receives appropriate medical care or treatment.

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

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

General signs of abuse

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

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

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

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers.

However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

Infancy to preschool

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

Middle childhood

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

School age (5 to 16 years)

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

Adolescence

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

Physical abuse

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

Bruising

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

Burns or scalds

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.

Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

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

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

Infancy to pre-school

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or peers.

Sexual abuse

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less

advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation.

'Normal' sexual behaviour in children

Infancy to pre-school

- Kisses and hugs others.
- Is curious about and looks at other's private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

Middle childhood

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

Pre-adolescent children (aged 10 to 12 years)

- Kisses, hugs, and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

Adolescents (aged 13 to 16 years)

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

Infancy to pre-school

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

Middle childhood

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

Adolescence

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

Neglect

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

Infancy to pre-school

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

Middle childhood

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).

Parents are unsupportive and uninterested in the child's education or Emotional abuse

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

Adolescence

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

Emotional Abuse

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

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

- inappropriate knowledge of ‘adult’ matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

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

Infancy to pre-school

- Over-affectionate towards strangers or people they haven’t known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

Middle childhood

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.
- Self-harms, e.g. scratching, head banging.

What to do if you are concerned about a child

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

References

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

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

APPENDIX B

JOB SPECIFICATION DESIGNATED SAFEGUARDING LEAD (DSL)

Key responsibility: The DSL takes **lead responsibility** for safeguarding and child protection.

The DSL is supported by other trained professionals within the School, but the **lead responsibility** for safeguarding and child protection remains with the DSL at all times and is not delegated to any other trained members of staff (including the Deputy DSL).

Areas of responsibility

Managing referrals

- For children protection concerns refer all cases of suspected abuse to the West Sussex Safeguarding Children’s Board and/or the LADO as appropriate.
- In cases where a member of staff is dismissed or leaves due to risk or harm to a child, refer the situation to the Disclosure & Barring Service and/or the Police (in cases where a crime may have been committed).
- Support staff who make a direct referral to the local authority children’s social care.

Working with others

- As required, liaise with the “case manager” and the local authority designated officer for child protection concerns (all cases which concern a staff member).
- Liaise with staff members on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies.
- Act as a source of support, advice and expertise to all members of staff on matters of safety, safeguarding and Prevent.

Training

Organise and receive appropriate training carried out at least every 2 years (or when required, eg by the publication of new guidelines or legislation) in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school’s safeguarding and child protection policy and procedures , especially new and part time staff;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate , secure written records of concerns and referrals;

- Understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training, the DSL should also ensure that the knowledge and skills of the school's staff are refreshed (via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals to allow him to understand and keep up with any developments relevant to the DSL role.

Raising Awareness

The DSL should ensure the school's policies are known and used appropriately:

- Ensure the School's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this
- Ensure the Safeguarding (Child Protection) Policy is available publicly and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and of the role of the school in this
- Link with the WSSCB to make sure staff aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transported separately from their main pupil file.

Availability

- During term-time the DSL (or deputy) should always be available during school hours for staff in school to discuss any safeguarding concerns.
- It is the responsibility of the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

JOB SPECIFICATION

DEPUTY DESIGNATED SAFEGUARDING LEAD (DSL)

In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will fulfil all duties as outlined below whilst acknowledging that at all times the **lead responsibility** for child protection and safeguarding remains with the DSL.

Areas of responsibility**Managing referrals**

- For children protection concerns refer all cases of suspected abuse to the West Sussex Safeguarding Children's Board and/or the LADO as appropriate.
- In all cases where a member of staff is dismissed or leaves due to risk or harm to a child, ensure that the case is referred to the Disclosure & Barring Service and/or the Police (in cases where a crime may have been committed).
- Support members of staff who make a direct referral to the local authority children's social care.

Working with others

- Liaise with the DSL/Headmaster to inform him of or discuss all issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- As required, liaise with the "case manager" and the designated officer at the local authority for child protection concerns (all cases which concern a staff member).
- Liaise with staff members on matters of safety and safeguarding and when deciding whether to make a referral by liaising with the relevant agencies.
- Act as a source of support, advice and expertise to staff on matters of safety, safeguarding and Prevent.

Training

Receive appropriate training carried out at least every 2 years (or when required, eg by the publication of new guidelines or legislation) in order to:

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

and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training, the Deputy DSL should also ensure their knowledge and skills are refreshed (via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals to allow him to understand and keep up with any developments relevant to the Deputy DSL role.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the School's Safeguarding (Child Protection) policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this
- Ensure the Policy is available publicly and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and of the role of the school in this
- Link with the WSSCB to make sure staff aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school ensure their child protection file is copied for any new school as soon as possible but transported separately from their main pupil file.

Availability

- During term-time the Deputy DSL should support the DSL in his absence by ensuring he/she is available during school hours for staff in school to discuss any safeguarding concerns.
- It is the responsibility of the DSL to arrange with the Deputy DSL for adequate and appropriate cover arrangements for any out of hours / out of term activities.