

Child Protection – Safeguarding and Welfare of Pupils Policy

Last Revision Date	August 2017
This policy is Reviewed by	DSL and Deputy DSL
Group	Pastoral
ISI Reference	
Next Review Date	August 2018

Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	✓
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	✓

Key Contacts:	
Designated Safeguarding Lead (DSL):	Julia Sutherland
Designated Safeguarding Deputy and Lead for EYFS and Pre-Prep:	Karin Green
Lead Governor for Child Protection:	Chris Sutton
Lead Governor for Prevent:	Philippa Hoyle
Chair of Governors:	Matthew Searle
West Sussex Children’s Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk
Local Authority Designated Officer (LADO):	0330 222 3339 (Contact MASH in first instance)

Introduction

1. Safeguarding children is everyone's responsibility at Great Walstead School. Everyone who comes into contact with children and families has a role to play.
2. The document 'Child Abuse and Indicators of Harm' which supports this policy and gives guidance regarding concerns that a child is being abused can be found [S:\Policies](#)
3. The purpose of this policy is to inform staff¹, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.
4. The Governing body takes seriously its responsibility to safeguard and promote the welfare of children in its care; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support children who are, or who may be, suffering harm.
5. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern.
6. All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
7. All staff members are advised to maintain an attitude of 'it could happen to a child we know' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Great Walstead School will;

8. Support the child's development in ways that will foster security, confidence and independence.
9. Provide an environment in which children and young people feel safe, secure, valued, respected, feel confident, and know how to approach adults if they may be worried.
10. Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
11. Emphasise the need for good levels of communication between all members of staff and between the school and other agencies.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children



12. Have and regularly review a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
13. Develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care.
14. Ensure that all adults within our school who have substantial access to children have been recruited and checked as to their suitability in accordance with Part Three of Keeping Children Safe in Education (DfE September 2016)².

It is recognised that staff working in a school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Statutory framework

The school will act in accordance with the following government legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (DfE September 2016): [Keeping children safe in education: for schools and colleges](#)
- Working Together to Safeguard Children (2015) [Working together to safeguard children](#)
- The Education (Child Information) (England) Regulations 2005
- The Counter-Terrorism and Security Act 2015 s. 26

Confidentiality

1. As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.
2. The Designated Safeguarding Lead will disclose any child protection related information about a child to other members of staff on a need to know basis only.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf



4. All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
5. The intention to refer a child to MASH will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Responsibilities

All staff have an important role to play in supporting vulnerable children and identifying concerns early and providing help. To achieve this they will:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Be aware of the signs of abuse and maintain an attitude of "it could happen here" with regards to child protection.
3. Ensure that children know that there are adults in the school whom they can approach if they are worried about any problems.
4. Know what to do if a child tells them they are being abused or neglected. Know how and where to record their concerns and report these to the Designated Safeguarding Lead as soon as possible.
5. If a child is in immediate danger, know how to refer the matter to MASH and/or the Police immediately.
6. Support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence.
7. Actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
8. Be aware of and follow the [Sussex Child Protection & Safeguarding Procedures](#), produced by West Sussex, East Sussex, and Brighton & Hove. This will include the referral process.
9. Must have read and understand Part 1 of Keeping Children Safe in Education September 2016 and be alert to signs of abuse and know to whom they should report any concerns or suspicions.
10. Participate in safeguarding training as part of their induction.
11. Receive safeguarding and child protection updates as required but at least annually, to provide them with relevant skills and knowledge to safeguard children.

12. Ensure that they know who the Designated and Deputy Safeguarding Leads are and how to contact them.
13. Be aware of the early help process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils.
14. Refer to the Headmaster or DSL if they have concerns about another member of staff.
15. Where the concerns are about the Headmaster, this should be referred to the Chair of Governors.

Special Educational Needs & Disabilities

As a school we are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise and challenge where appropriate;

1. Assumptions that can be made that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and not identified as potential signs of abuse
2. The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without showing any signs
3. The communication barriers for some children with SEN and disabilities.

Responsibilities of the Governing Body

The nominated governor for child protection in this school is:

Name: Chris Sutton

The responsibilities placed on governing bodies and proprietors include:

1. Making sure that the safeguarding policies & procedures in the school are effective and comply with the law at all times. This should include a child protection policy (reviewed at least annually and available online); a staff code of conduct policy; an online safety staff acceptable use policy and an online safety pupils policy.
2. Putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
3. Appointing a Designated Safeguarding Lead who is part of the senior staff team and has this recorded on their job description in line with Annex B of Keeping Children Safe in Education 2016.

4. Ensuring that any safeguarding deficiencies or weaknesses within the school are remedied without delay.
5. Ensuring that there are procedures in place to handle allegations against all staff members. Such allegations must be referred to MASH in the first instance who then might involve the Local Authority Designated Officer.
6. Recognising that neither the governing body, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of child protection. Recognising that neither governing bodies nor individual governors have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff.
7. Making sure all staff have been trained appropriately and that this is updated in line with guidance.
8. Ensuring that the school is contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
9. For e-learning, making sure that appropriate filters and appropriate monitoring systems are in place, safeguarding against potentially harmful and inappropriate online material.
10. Giving consideration as to how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
11. Ensuring that schools create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part Three: Safer Recruitment. Keeping Children Safe in Education, September 2016).

This includes ensuring that we take up references for each shortlisted candidate **before** interview and that at least one member of any appointing panel, including shortlisting, will have attended Safer Recruitment training.
12. The school keeping an up to date Single Central Record (SCR) of all staff and volunteers and the dates of all appropriate safeguarding checks including Disqualification by Association checks.
13. Monitoring the adequacy of resources committed to child protection, and the staff and governor training profile.
14. Ensuring that the school comply with the 'Disqualification under the Child Care Act 2006', guidance issued in February 2015.

Responsibilities of Designated Safeguarding Lead (DSL)

In this school, any individual can contact the Designated Safeguarding Lead if they have concerns about a child.

The Designated Safeguarding Lead in this school is:

NAME: Julia Sutherland

The Deputy Safeguarding Lead in this school is:

NAME: Karin Green

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

The Designated Safeguarding Lead will:

1. Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002.
2. Attend initial training for their role and refresh this every two years. They will keep their knowledge and skills updated at least annually.
3. Ensure that all staff know who the Designated Safeguarding Lead is, their role and how to make contact.
4. Ensure that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the Designated Safeguarding Lead. In addition, the Designated Safeguarding Lead should ensure that all staff read and understand Part One of Keeping Children Safe in Education 2016 and have a record of when this was done.
5. Ensure that new staff participate in safeguarding training as part of their induction, and that all staff receive safeguarding and child protection updates as required but at least annually, to provide them with relevant skills and knowledge to safeguard children.
6. The Designated Safeguarding Lead is expected to:
 - I. Refer cases of suspected abuse to the West Sussex MASH. Where a referral is made that notes are completed that same day;
 - II. support staff who make referrals to MASH;
 - III. refer cases to the Channel programme where there is a radicalisation concern as required;
 - IV. support staff who make referrals to the Channel programme;

- V. refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - VI. refer cases where a crime may have been committed to the Police as required.
7. Work with Others
- I. Liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - II. As required, liaise with the case manager and where required, the Local Authority Designated Officer, in all cases involving allegations against members of staff (both current and former members of staff).
 - III. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
8. Training
- I. As well as training all members of staff as above, the DSL and deputies should undergo training to provide them with the skills required to carry out the role. This training should be updated at least every two years.
 - II. The Designated Lead and deputies should undertake Prevent awareness training.
9. The safeguarding lead;
- 1) Should be afforded time to allow them to understand and keep up with any developments relevant to their role so they:
 - 2) 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;
 - 3) Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - 4) Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
 - 5) Are alert to the specific needs of children in need, those with special educational needs and young carers;
 - 6) Are able to keep detailed, accurate, secure written records of concerns and referrals; separately from the main pupil file and use these records to assess the likelihood of risk.

The written records should clearly identify details of the concerns and what action was taken. Records that are stored electronically have restricted access and are accessible only by the Headmaster, Designated and Deputy Leads;

- 7) Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- 8) Obtain access to resources and attend any relevant or refresher training courses; and
- 9) 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.
- 10) Ensure that where a pupil transfers school and is on a Child Protection Plan or is Looked After, the information is passed to the new school immediately and the child's Social Worker informed.
- 11) Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 12) Ensure that either they or the Designated Deputy attend Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which will normally have been shared with the parents.
- 13) Ensure that any child who is subject to a child protection plan and who is absent without explanation for two days or more is referred to their key worker's Social Care Team. In some cases any absence may be a cause for concern and warrant immediate reporting.
- 14) Ensure the school's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- 15) Be responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare.

Child Protection Procedures

If any member of staff has concerns about a child (as opposed to a child being in immediate danger³)

1. The member of staff will report their concerns to the Designated Safeguarding Lead.

³ If a child is in immediate danger then the Police should be contacted immediately.

2. The Designated Safeguarding Lead will decide whether the concerns should be referred to Multi-Agency Safeguarding Hub (MASH). If there are grounds for actual or suspected significant harm then a referral will be made to the MASH via telephone in the first instance. If the Designated Safeguarding Lead is unsure about whether a referral is required they should contact the MASH for advice.
3. If it is decided to make a referral to the MASH this will be usually be discussed with the parents, unless to do so would place the child at further risk of harm or could impact on a police investigation (the MASH is able to provide advice on this).
4. The member of staff will make an accurate and detailed recording (which may be used in any subsequent court proceedings) as soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations. Do not add comments or opinion although observations about a child's demeanour or emotional state may be recorded.
5. The MASH will require a follow up of any phone call in writing from the referrer. The Designated Safeguarding Lead will ensure that any written referrals are made using the request for Support form available here <http://www.westsussexscb.org.uk/professionals/contacts-for-referral/> and can also be found on the West Sussex LSCB website.
6. Particular attention will be paid to the attendance and development of any child who the school has concerns, or who has been or is subject of a Child Protection Plan.

If a member of staff has concerns about another staff member

1. An allegation is any information which indicates that a member of staff/volunteer may have:
 - I. Behaved in a way that has, or may have harmed a child
 - II. Possibly committed a criminal offence against/related to a child
 - III. Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
2. This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.
3. To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in our Staff Code of Conduct Policy and Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.
<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>
4. If staff have concerns about another staff member then this should be referred to the Designated Safeguarding Lead. If the allegation is against the Headmaster, then the referral

5. should be made to the chair of governors. If for any reason this causes a delay, then the MASH should be approached directly.
6. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
7. Actions to be taken include:
 - I. making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
 - II. This record should be signed, dated and immediately passed on to the DSL or Headmaster. If the allegation relates to the Headmaster it should be passed to the Chair of Governors.
 - III. The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter. The DSL, Headmaster or Chair will not investigate the allegation itself, or take written or detailed statements, but will assess and decide whether to refer the concern to MASH. If there is any doubt as to whether to refer, advice should be taken from MASH. It is possible to hold an informal discussion with MASH without naming the individuals concerned if this is felt appropriate.
8. If there are concerns that a child is at risk the matter must be immediately reported to MASH.
9. The school will report to the Disclosure & Barring Service (DBS) at www.gov.uk/dbs within one month of any person leaving the school (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she have caused harm or posed a risk of harm to a child. The School will also consider making a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been) and a prohibition order may be appropriate. Reasons and further information are given on the NCTL website and include 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or 'a conviction for a relevant offence'.

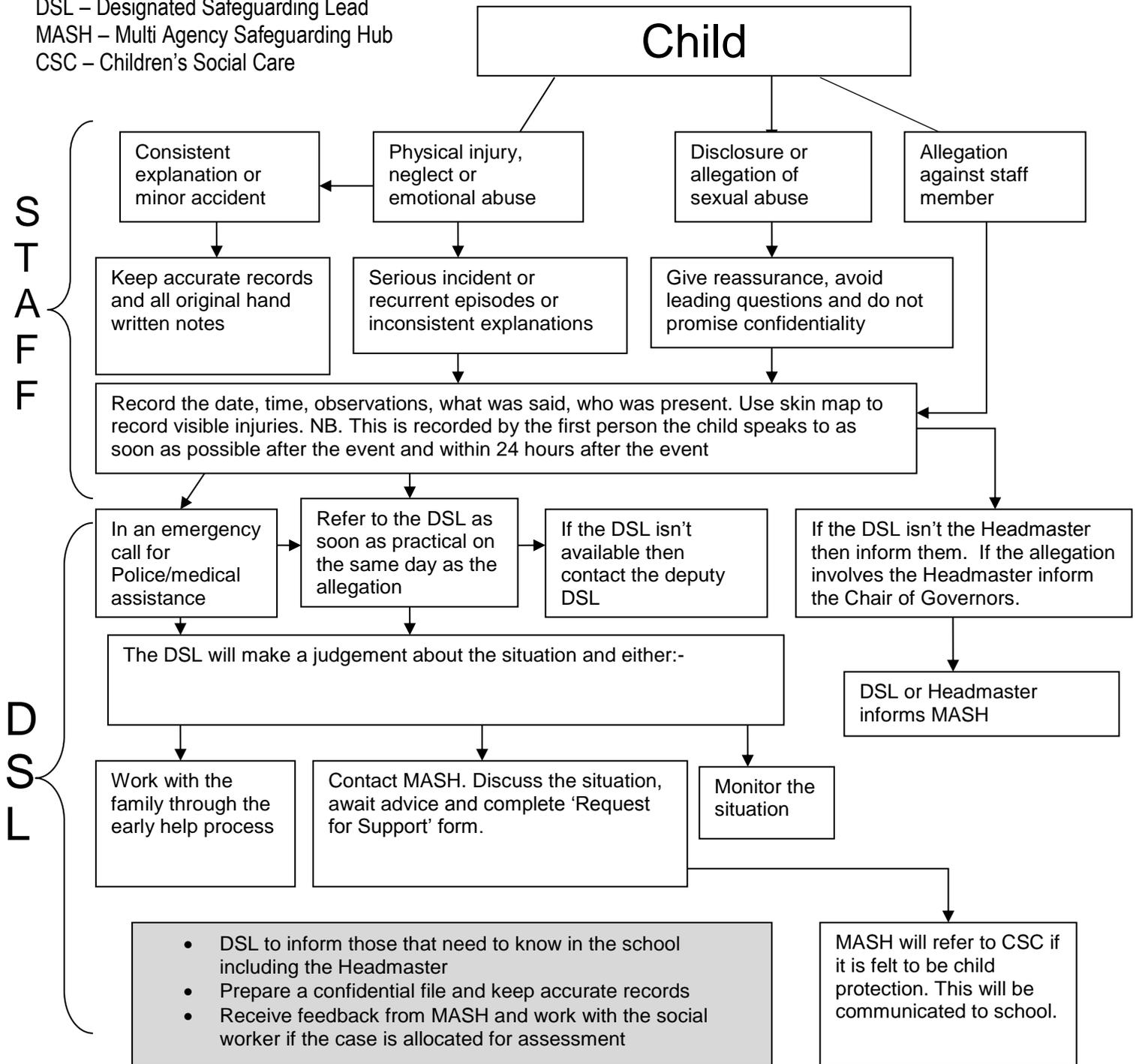
Whistleblowing

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary, the member of staff can speak with the headmaster, the chair of the governing body or with MASH.

Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285. Reference should also be made to the school's Whistleblowing Policy.

Flowchart for child protection procedures for schools

DSL – Designated Safeguarding Lead
MASH – Multi Agency Safeguarding Hub
CSC – Children’s Social Care



West Sussex Children’s Services - Multi-Agency Safeguarding Hub (MASH):

Tel: 01403 229900
(Out of Hours – 0330 222 6664)
MASH@westsussex.gcsx.gov.uk

Any member of staff or volunteer in school can make a referral if necessary.

When to be concerned

All staff and volunteers should be aware of the main categories of abuse:

Abuse is:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse:

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

Emotional abuse:

- the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental ability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse:

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

Neglect:

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

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

Other aspects of risk requiring special attention

In addition school staff should be aware of the specific safeguarding issues listed below. Schools should ensure that, where such risks may be more likely, that staff are guided on how to understand and act accordingly where there is concern about:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- Peer on peer
- private fostering
- preventing radicalisation
- self-harm
- sexting
- teenage relationship abuse
- trafficking

Links to many of these topics can be found in Keeping Children Safe in Education - [Keeping children safe in education: for schools and colleges](#), page 12.

Annex 1 of this policy also considers some specific safeguarding concerns.

Early Years Foundation Stage

This policy also includes the Early Years Foundation Stage (Nursery and Reception) and all the requirements above apply to the Designated Lead and all staff.

Early Years staff and all staff coming into contact with children should be aware of the signs of possible abuse or neglect as identified above. In addition with younger children the following signs may be noted:

- Significant deterioration in a child's wellbeing
- Children's comments which give cause for concern

- Inappropriate behaviour displayed by other members of staff, or any other person working with children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

The DSL will also provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issues as required. In addition every member of the Early Years staff will have the opportunity to raise concerns or ask for support at termly Supervision meetings with the DSL.

Safe use of mobile devices in EYFS

All of the above conditions and expectations apply to staff working in or visiting EYFS, however, due to the very young age of the children in this part of the school additional rules must apply, particularly with regard to mobile phones or other devices that may record images.

Young children invest a great deal of trust in adults, particularly those in positions of authority, and are unlikely to question their actions even if the actions make the child feel uncomfortable or unhappy.

Very young children may not have the understanding to know when something is inappropriate or the vocabulary to express their concerns. It is therefore very important that we have in place mechanisms to protect them.

No member of staff working in the EYFS should have their mobile phone out and in use near children during the working day (i.e. when children are still on site)

Mobile phones should be stored out of sight of the children and only accessed during recognised break times in an area where there are no children, such as the staffroom.

Staff, parents or pupils visiting the school and any other visitors to the site should keep any mobile devices out of sight and not use them in the presence of children. No parent should be using a personal mobile device or phone within any area used by children to record images. Staff **MUST** challenge anyone they see doing so and report the incident to the Head of EYFS as soon as possible.

At Great Walstead we recognise that events such as Sports Day and concerts are very special in a child's life. Parents may take photographs or video recordings of these occasions to celebrate their child's achievements. However, videos and images involving children other than their own should not be uploaded to the internet, including social media. Any recordings and photographs should be for private use only.

The school provides staff with cameras and iPads for the recording of images of children and only these devices may be used for this purpose.

Under no circumstances should personal mobiles, personal iPads or other mobile devices be used to take images of children.

Boarding

As Great Walstead is a boarding school additional elements apply under the Department for Education's *National Minimum Standards for the Welfare of Children in Boarding Schools* (2015)

STANDARD 2A.2

The policy includes a definition of what constitutes safe and acceptable use of the internet and any other electronic and digital services to which boarders have access whether or not provided by the school, including but not limited to, mobile phones, wireless enabled laptops, PDAs (mobile device which functions as a personal information manager and connects to the internet, also known as a palmtop computer) and games consoles.

STANDARD 4 – Contact with Parents/Carers

Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders (3.1 to 3.9).

STANDARD 11 – Child Protection

The School ensures that arrangements are made to safeguard and promote the welfare of pupils at the School; and such arrangements have regard to any guidance issued by the Secretary of State.

STANDARD 14

14.1 Schools operate safe recruitment procedures and vet staff in line with the regulatory requirements

14.4 All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.

STANDARD 15 – Staffing and Supervision

15.1 Any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

15.2 The role of any spouses, partners and/or other adult members of staff households within boarding houses is made clear.

15.3 The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.

15.4 Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.

15.5 Staff know the whereabouts of boarders in their charge at all times (or know how to locate/find them)

15.6 Staff working within the School know and implement the School's missing child policy and their role in implementing that policy. Staff actively search for children who are missing, including working with police where appropriate.

15.7 There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.

15.8 Boarders have a satisfactory means of contacting a member of staff in each house at night.

15.9 Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.

15.10 Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

2.9.2 Boarding staff are asked to be vigilant with regards to pupil relationships and the potential for peer abuse and will take appropriate action in line with our safeguarding policy

2.9.3 The policy applies also to staff and any adults working in the school

2.9.4 There is a missing pupil's policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder missing from school

2.9.5 Alternative accommodation away from children will be organised in cases where a member of the boarding staff is suspended pending an investigation of a child protection nature.

Key link policies:

Behaviour

Staff Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety

Parental concerns

Attendance (incorporating Information on Children Missing Education)

Curriculum

PSHE

Teaching and Learning

Administration of medicines

Drug Education

Relationships and Sex Education

Positive Handling

Intruder Policy

ICT Policies and Guidelines

Risk Assessment

Recruitment and Selection

SEND

Online Safety Pupils

Online Safety Staff Acceptable Use

Photo Policy

Staff Induction Policy

Missing Children

Visiting speakers

ANNEXES

ANNEX 1 – SPECIFIC SAFEGUARDING ISSUES

Child Missing Education

1. Great Walstead has put in place appropriate safeguarding procedures and responses for children who go missing from education, particularly on repeat occasions. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.
2. A child going missing from education is a potential indicator of abuse or neglect. Staff will follow the procedures set out in our Attendance policy which incorporates Children Missing Education:

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education.

Educating at home

Some parents may elect to educate their child at home and may withdraw them from school at any time to do so. If a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the local authority. However, if parents orally indicate that they intend to withdraw their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.

Taking a pupil off the Register

The Head will authorise the taking of a pupil's name off the register in accordance with the current regulations.

The school will notify the Local Education Authority of any pupil removed from the register when it is not a standard transition point. The standard transition point in the case of Great Walstead is a child leaving the school at the end of year 8. This notification must be done before the pupil is removed.

When removing a pupil's name, the information supplied to the local authority will include:

- the full name of the pupil
- the full name and address of any parent with whom the pupil normally resides,
- at least one telephone number of the parent,
- the pupil's future address and destination school, if applicable
- the reason why the pupil's name is to be removed from the admission register

Adding a pupil to the Admission's Register

The local authority will be notified within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details contained in



the admission register for the new pupil. The local authority will only be notified if the pupil joins the school at a non-standard transition point.

Unexplained absence

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Reporting a child missing education

The following link is to the West Sussex county council website where there is an online procedure to report children who are missing education.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-behaviour-and-performance/report-a-child-missing-education/>

Child Sexual Exploitation

1. 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. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. 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.
2. If you are a professional making a referral for a child or young person who is at risk of CSE, the 'screening tool' Part A would usually be completed:
<http://www.westsussexscb.org.uk/professionals/helping-you-work/child-sexual-exploitation/>
3. Completion of this should not delay you making a referral, however it may assist you in being clear about the key areas of concern and the level of risk.

Female Genital Mutilation

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



2. Staff at Great Walstead need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM and must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.
 3. The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand the legal requirements placed upon them; a suggested process to follow; and an overview of the action which may be taken if they fail to comply with the duty.
- [Home Office: Mandatory Reporting of FGM – procedure information](#)
 - [FGM Mandatory Reporting Fact Sheet](#)
 - [FGM Reporting Flowchart for under 18's](#)

Preventing Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism⁴. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. School ensures that suitable filtering is in place so that all pupils are safe from terrorist and extremist material when accessing the internet in school.
2. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Therefore, as with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
3. Members of staff are responsible for their guests, and where they are a visiting speaker, must ensure that appropriate checks are made in advance of their visit to ensure the content of their speech is appropriate for the pupil audience with due regard to the Prevent duty guidance as set out in the KCSIE statutory guidance. Appropriate supervision of all visiting speakers is necessary.

Prevent

4. All staff are made aware of the Prevent duty through the Channel Awareness Module and will follow the advice given.

⁴ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas



5. The school views radicalisation as a Safeguarding issue, and as such the DSL would be informed, in order to contact Channel or call the police on 101 to discuss concerns.
6. The Department for Education counter-extremism@education.gsi.gov.uk has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
7. If the concerns are serious and a child's life is in immediate danger, or that they may be imminently planning to travel to destinations such as Syria or Iraq. 999 will be called or the confidential Anti-Terrorist Hotline on 0800 789 321.

Peer on Peer Abuse

1. At Great Walstead we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.
2. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-bullying policy in the first instance.
3. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.
4. **All staff** are aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and may manifest as (though not limited to): bullying (including cyber-bullying), gender based violence/sexual assaults and sexting. Such peer on peer abuse may take many different forms and present in many different ways – see below. **All school staff** are aware that children can be abusers and any concerns should be discussed with the designated safeguarding lead.

Peer on Peer Abuse; Prevention

As a school we will minimise the risk of allegations against other pupils by:

1. providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
2. Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
3. Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk
4. Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils



Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against student by other students in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.
3. It will be helpful to consider the following factors:
 - 1) Relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive)
 - 2) A differential in power or authority (e.g. related to race or physical or intellectual vulnerability of the victim)
 - 3) Actual behaviour (both physical and verbal factors must be considered)
 - 4) Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
 - 5) Physical aggression, bullying or bribery
 - 6) The victim's experience and perception of the behaviour
 - 7) The possibility the abuser is, or was, also a victim
 - 8) Attempts to ensure secrecy
 - 9) An assessment of the change in the behaviour over time (whether it has become more severe or more frequent)
 - 10) Duration and frequency of behaviour.

Examples of safeguarding issues against a student could include:

Physical abuse

Violence, particularly pre-planned
Forcing others to use drugs or alcohol

Emotional abuse

Blackmail or extortion
Threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
Isolating an individual from social activities
Sexting

Sexual abuse, including Sexting.

Indecent exposure, indecent touching or serious sexual assault
Forcing others to watch pornography or taking part in sexting

Sexual Exploitation

Encouraging other children to engage in inappropriate sexual behaviour
Photographing or videoing other children performing indecent acts

Procedure

If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.



1. A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment is required prior to a safeguarding decision).
2. The Designated Safeguarding Lead should contact the MASH to discuss the case.
3. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.
4. If the allegation indicates that a potential criminal offence has taken place, the MASH will consult with the police.
5. Parents of both the student being complained about and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought.
6. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.
7. It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
8. Where neither Children's Social Care nor the Police accept the complaint, a thorough school investigation should take place in the matter using the school's usual disciplinary procedures.
9. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored and a date set for a follow up review with everyone concerned.



ANNEX 2 – RECORDING FORM

Child's name:			
Date and time:		DOB	
Name and role of person raising concern:			

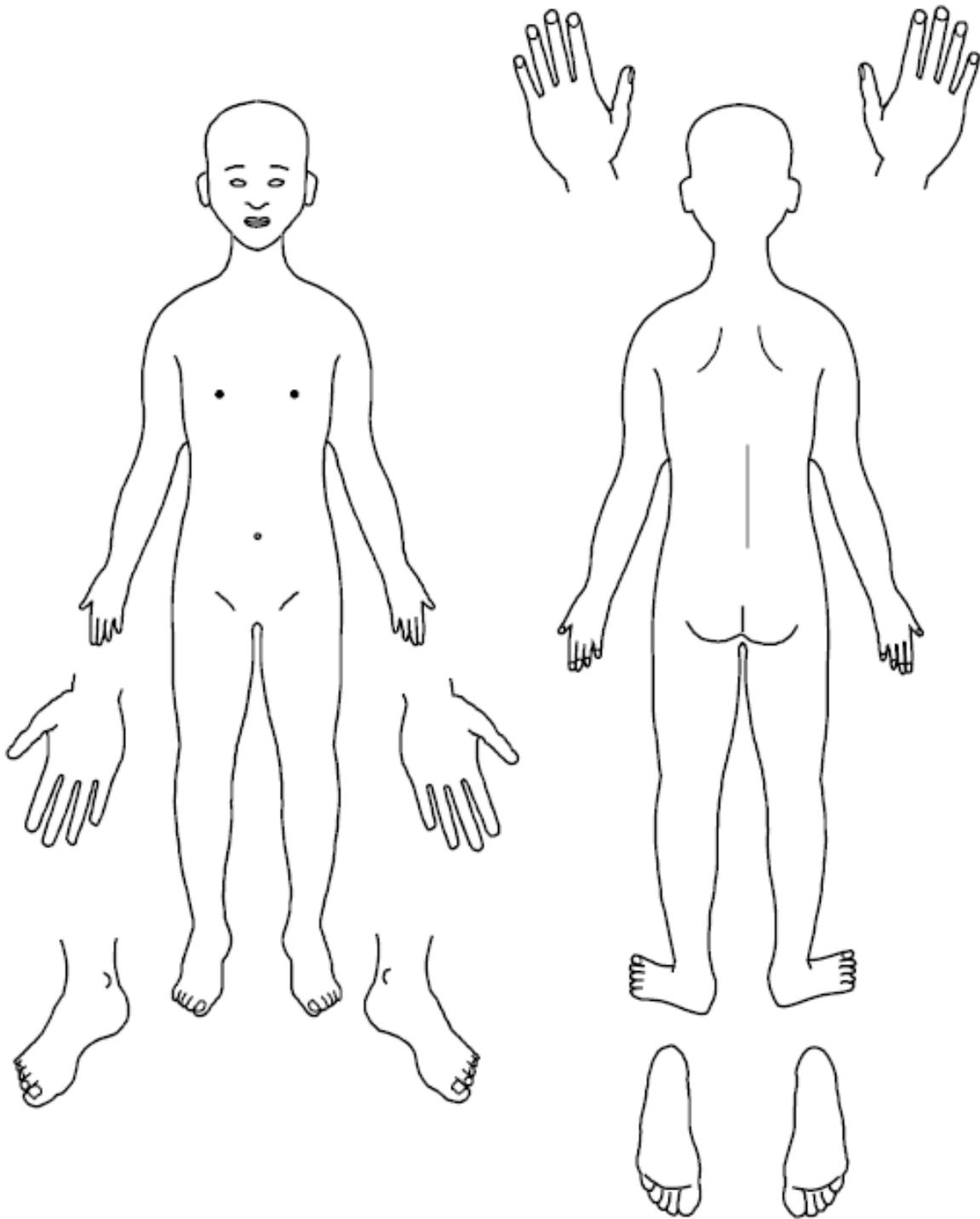
Details of concern (where? when? what? who? behaviours? use child's words)	
Parents contacted Yes/No	By Whom:
Notes on discussion	
Consent Gained for referral? Yes/No	

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name:

Designation:

Skin map



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

CHILD PROTECTION, SAFEGUARDING AND WELFARE OF CHILDREN POLICY
AND KEEPING CHILDREN SAFE IN EDUCATION ACCEPTANCE

Alongside this policy I have also received and read Keeping Children Safe in Education Part 1 September 2016 (issued to me in addition to this document).

I understand:

- That I have a responsibility as a member of staff, governor or volunteer at Great Walstead School to protect pupils from harm and create a safe learning environment.
- That I have a responsibility to raise concerns about children who are in need or who are suffering, or likely to suffer, significant harm.
- That if I have a concern about a pupil, I must refer it to Julia Sutherland – Deputy Head and Designated Safeguard Lead (DSL) or Karin Green - Deputy Designated Safeguard
- That if I have a concern about a member of staff, governor or volunteer I must refer it to the DSL.
- That if I have a concern about the Head I must refer it to Matthew Searle, the Safeguarding Governor, whose details I can obtain from HR
- That I may, in exceptional circumstances, refer an allegation straight to the Multi Agency Safeguarding Hub (MASH)
- What the Child Abuse and Indicators of Harm are, as outlined in KCSIE September 2016 Part 1 and the Child Abuse and Indicators of Harm document.
- Where to find the Safeguarding Policy – in the staff policy folder.
- That the Great Walstead Professional Code of Conduct is issued on an annual basis to all staff.

Staff name

Staff signature

Staff position (s)

Date
