



Policy: Safeguarding and Child Protection Policy

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Safeguarding Governor:	Mr Jonathan Palk
Senior School Designated Safeguarding Lead:	Mrs Caoimhe Pettingell (Deputy Head Pastoral)
Prep School Designated Safeguarding Lead:	Mr Nick Robinson (Prep Headmaster)
Early Years Designated Safeguarding Lead:	Mrs Janet Regan
Status & Review Cycle:	Statutory/Annual
Next Review Date:	September 2019

CHILD PROTECTION AND SAFEGUARDING

KEY EXTERNAL CONTACT DETAILS

Local Authority Designated Officer	TEL: 01392 384964 EMAIL: www.devon.gov.uk/lado
Multi-Agency Safeguarding Hub	TEL: 0345 155 1071 EMAIL: mashsecure@devon.gcsx.gov.uk OUT OF HOURS EMERGENCY DUTY TEAM TEL: 08456000388
Support and Advice about Extremism	<p>Police The Devon and Cornwall Police Prevent Team TEL: 01392 226514 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: prevent@devonandcornwall.pnn.police.uk</p> <p>Local Authority The Community Safety Partnership Manager TEL: 01271 388760</p> <p>Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk</p>
Referrals regarding Radicalisation	The Community Safety Partnership Manager TEL: 01271 388760
NSPCC Whistleblowing Advice Line	ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbdispatch@dbs.gsi.gov.uk

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Teaching Regulation Agency	ADDRESS: 53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

KEY SCHOOL CONTACT DETAILS

Governors	<p>Chair of Governors Mr John Light TEL: 01598760270 EMAIL: govjl@westbuckland.com</p> <p>Nominated Safeguarding Governor Mr Jonathan Palk TEL: 01598760270 EMAIL: safeguardinggov@westbuckland.com</p>
Designated Safeguarding Lead (DSL) {and Deputy Designed Safeguarding Lead (DDSL)}	<p>DSL for the Senior School Caoimhe Pettingell (Deputy Head Pastoral) TEL: 01598760120 EMAIL: cp@westbuckland.com</p> <p>Deputy DSL Matthew Robinson (Head of Boarding) TEL: 01598 760011 EMAIL: mfr@westbuckland.com</p> <p>DSL for the Prep School Nick Robinson (Prep Headmaster) TEL: 01598 760110 EMAIL: ngr@westbuckland.com</p> <p>EYFS DSL Mrs Janet Regan TEL: 01598 760145 EMAIL: jlr@westbuckland.com</p>
Designated Teacher for Looked After Children	Caoimhe Pettingell (Deputy Head Pastoral) TEL: 01598760120 EMAIL: cp@westbuckland.com
Head Senior School	Mr Philip Stapleton TEL: 01598 760103 EMAIL: headmaster@westbuckland.com

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Head Prep School	Nick Robinson TEL: 01598 760110 EMAIL: ngr@westbuckland.com
Head of boarding	Matthew Robinson TEL: 01598 760011 EMAIL: mfr@westbuckland.com

1. Safeguarding legislation and guidance

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2018) (*'KCSIE'*)
- What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (September 2018)
- Information sharing: advice for practitioners providing safeguarding services (September 2018)
- Children Missing in Education (2016)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
- The Prevent Duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- The Education (Independent Schools Standards) (England) Regulations (2014)
- The Safeguarding Vulnerable Groups Act (2006)
- The Teacher Standards (2012)

This policy also takes into account the procedures and practice of Devon Local Authority as part of the inter-agency safeguarding procedures set up by the Devon Children and Families Partnership.

2. Introduction**2.1 Safeguarding Statement**

West Buckland School (this refers to Senior School, Prep School and EYFS) recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice. Child protection forms part of the school's safeguarding responsibilities.

2.2 This policy is reviewed and updated annually and is available on the School website.

2.3 The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

2.4 All staff are expected to identify when a child may benefit from early help. The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;

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3. Terminology

3.1 Safeguarding and promoting the welfare of children is defined as:

- 3.1.1 protecting children from maltreatment
- 3.1.2 preventing impairment of children's health and development
- 3.1.3 ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- 3.1.4 taking action to enable all children to have the best outcomes.

3.2 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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or
- neglect.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

- 3.3 All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
- 3.4 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.
- 3.5 Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 3.6 Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual

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activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- 3.7 Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline.
- 3.8 Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
- 3.9 It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys and all schools should be aware of implications of such behaviour.
- 3.10 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.
- 3.11 Child sexual exploitation: is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
 - Children who associate with other young people involved in exploitation;
 - Children who have older boyfriends or girlfriends;
 - Children who suffer from sexually transmitted infections or become pregnant;
 - Children who suffer from changes in emotional well-being;
 - Children who misuse drugs and alcohol;
 - Children who go missing for periods of time or regularly come home late; and

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- Children who regularly miss school or education or do not take part in education.

3.12 Child Protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

3.13 Staff refers to all those working for or on behalf of the school, full or part time, temporary or permanent, in either a paid or voluntary capacity.

3.14 Child includes everyone under the age of 18.

3.15 Parents refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

4. Policy Principles

The welfare of the child is paramount

- 4.1 All children regardless of age, gender, culture, language, race, ability, sexual identity or religion have equal rights to protection, safeguarding and opportunities.
- 4.2 We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm;
- 4.3 All staff 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.
- 4.4 All staff are expected to recognise when a child may benefit from early help.
- 4.5 Pupils and staff involved in child protection issues will receive appropriate support and supervision.

5. Policy Aims

- 5.1 Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.
- 5.2 To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners.
- 5.3 To support the child's development in ways that will foster security, confidence and independence.
- 5.4 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident to, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 5.5 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- 5.6 To 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.
- 5.7 To emphasise the need for good levels of communication between all members of staff.
- 5.8 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.

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- 5.9 To develop and promote effective working relationships with other agencies, especially the Police and MASH.
- 5.10 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.

6. Prevention / Protection

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

- 6.1 West Buckland School will support all children by:
 - 6.1.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
 - 6.1.2 Promoting a caring, safe and positive environment within the school.
 - 6.1.3 Providing pastoral support that is accessible and available to all pupils and ensuring that pupils know to whom they can talk about their concerns.
 - 6.1.4 Children have access to a range of adults who provide a 'listening' service such as the school counsellor, the Independent Listener (Mr David Worden 01769 572809), school nurse, Chaplain and other services whose details are illustrated around the school. These and other 'listeners' are often the start of providing support and intervention in the form of Early Help. Pupils also have access to the school's anonymous reporting system 'Report It'.
 - 6.1.5 Responding sympathetically to any requests for time out to deal with distress and anxiety.
 - 6.1.6 Offering details of helplines, counselling or other avenues of external support.
 - 6.1.7 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 6.1.8 Notifying MASH as soon as there is a significant concern.
 - 6.1.9 Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.
 - 6.1.10 Children are taught to understand and manage risk through our person, social, health and economic (PHSE) education and Relationship and Sex Education and through all aspects of school life. This includes online safety and wellbeing.
- 6.2 The school community will:
 - 6.2.1 Work to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to.
 - 6.2.2 Include regular consultation with children e.g. through safety questionnaires, student voice meetings, participation in anti-bullying week, asking children to report concerns anonymously through the Report-It system.
 - 6.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - 6.2.4 Include safeguarding across the curriculum, including PHSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work, online-safety, road safety, pedestrian and cycle training.

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- 6.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.
- 6.3 Ensuring all reasonable measures are taken to minimise the risk of harm to children's welfare. These include:
- 6.3.1 All staff and volunteers read KCSiE Part 1 annually and sign to say they read and understood it.
 - 6.3.2 All staff receive information about the school's safeguarding arrangements (including Early Help), the school's safeguarding statement, staff code of conduct, child protection policy, behaviour policy, the safeguarding response to children who go missing from education, the role and names of the Designated Safeguarding Lead and their deputy(ies), and sign to say they have read it.
 - 6.3.3 All staff receive safeguarding and child protection training, including online safety, at induction in line with advice from Devon Children and Families Partnership which is regularly updated (for example, via email, e-bulletins and staff meetings), as required, but at least annually;
 - 6.3.4 All members of staff are trained in and receive regular updates in online safety and reporting concerns;
 - 6.3.5 All staff and governors have regular Level 2 child protection awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse;
 - 6.3.6 The child protection policy is made available via the school website or other means and that parents/carers are made aware of this policy and their entitlement to have a copy via the school handbook/newsletter/website. All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through the publication of the Safeguarding Policy and Child Protection Procedures and reference to it in the school's handbook.
 - 6.3.7 The school provides a coordinated offer of Early Help when additional needs of children are identified and contributes to early help arrangements and inter-agency working and plans;
 - 6.3.8 Our lettings policy will seek to ensure the suitability of adults working with children on school sites at any time;
 - 6.3.9 Community users organising activities for children are aware of the school's Child Protection Policy, guidelines and procedures;
 - 6.3.10 The name of the Designated Safeguarding Lead and deputy(ies), are clearly advertised in the school with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
 - 6.3.11 All Governors will be given a copy of Part 2 and Annex A of Keeping Children Safe in Education 2018.
- 6.4 Sharing information about concerns with agencies who need to know, such as Multi Agency Safeguarding Hub (MASH), Local Authority Designated Officers (LADO), police, health professionals, Channel, Children and Adolescent Mental Health (CAMHS), and involving children and their parents/carers appropriately.
- 6.5 Monitoring children known or thought to be at risk of harm and to contribute to assessments of need and support packages for those children.

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6.6 Safeguarding, in addition to child protection, encompasses issues such as pupil health and safety, bullying/cyber-bullying, appropriate medical provision, drugs and substance misuse. These have specific policies and guidance.

7. Visiting speakers

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

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

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

7.4 Visiting Speakers, whilst on the School site, will be supervised by a school employee. On attending the School, Visiting Speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence.

7.5 The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

7.6 The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriate supervised is set out in the School's Recruitment and DBS policy.

8. Safer Recruitment

8.1 The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

8.2 For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service.

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

9. Roles and Responsibilities: Staff

9.1 Understand that it is everyone's responsibility to safeguard and promote the welfare of children and that they have a role to play in identifying concerns, sharing information and taking prompt action;

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- 9.2 Consider, at all times, what is in the best interests of the child; Know how to respond to a pupil who discloses abuse
- 9.3 Will refer any safeguarding or child protection concerns to the DSL or if necessary where the child is at immediate risk to the police or MASH;
- 9.4 Will provide a safe environment in which children can learn;
All staff need to have read and understood and be able to discharge their responsibilities as set out in Part One of Keeping Children Safe in Education (“KCSIE”) 2018 and with due reference to The Prevent 2015, and Working Together to Safeguard Children 2018 Guidance. The School will ensure staff understanding by scenarios, safeguarding questionnaire, informal questioning of safeguarding procedures.
- 9.5 School leaders and staff who work directly with children will also be required to read Annex A and Part five of KCSI).
- 9.6 All new staff will be provided with induction training that includes:
- a) the Safeguarding Policy and child protection procedures;
 - b) the role and identity of the DSL(s) and any DDSL
 - c) the behaviour policy
 - d) the staff code of conduct, including staff/pupil relationships and communications including the use of social media, the School’s whistleblowing procedure and the acceptable use of technologies policy,
 - e) the safeguarding response to children who go missing from education (Missing Pupil Policy);
 - f) a copy of Part one of *KCSIE*
 - g) the E-Safety and IT policy
 - h) School leaders and staff who work directly with children will also be required to read Annex A and Part five of KCSI).
- 9.7 All staff are also required to:
- a) Each time Part one of *KCSIE* is updated by the Department for Education, staff will be required to read Part one of *KCSIE* and confirm that they have done so; they will also be updated on the changes via training, and updates.
 - b) Receive training in safeguarding and child protection regularly, in line with advice from Devon Family and Children’s Partnership, including prevent and online safety.
 - c) Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, online training, newsletters, and staff meetings.
- 9.8 Early Help
- Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- 9.8.1 In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School’s DSL. The DSL will consider the appropriate action to take in accordance with the Devon Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a

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referral to children's social care if the pupil's situation does not appear to be improving.

9.9 Staff could have their suspicion or concern raised in a number of ways, the most likely of which are:

- A) the conduct of a member of staff or other adult;
- B) a child, parent or member of staff 'disclosing' abuse;
- C) evidence of physical hurt that may or may not be accompanied by unusual or uncharacteristic behaviour by a child.

9.10 West Buckland School is committed to ensuring that relationships between staff and pupils are conducted on a professional basis. There is a commitment from all staff to uphold the personal and professional conduct as described in the Teachers' Standards 2012.

Anticipation of possible risks and seeking to prevent all reasonable risk of misunderstandings and false allegations are seen as part of this commitment.

9.11 Staff must act as professionals in accordance with the West Buckland School's Code of Conduct

10. EYFS**EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

10.1 Disqualification from working in childcare

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

10.3 In addition, the school ensures that any other person over the age of 18, who is likely to have regular contact with children (including those living or working on the premises), are suitable by completing DBS checks and requiring household members to complete a declaration form.

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

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

10.5 Early Years Foundation Stage (EYFS) only: EYFS staff, and those staff teaching lessons to EYFS children, are not allowed to use personal devices such as phones, cameras etc to capture or record the pupils. They are not to be taken into classrooms and must only be used in designated staff areas.

10.6 The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is

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provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it..

10.7 The School will notify 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 the allegations relate to harm or abuse committed on the premises or elsewhere).

10.8 The following individuals have specific roles and responsibilities under Child Protection Procedures that are outlined below.

11. Roles and Responsibilities: Governors

The Governors' Responsibilities are set out in the Keeping Children Safe in Education (Part 2) document 2018 and can be summarised as follows:

11.1 All members of The Governing Body understand and fulfil their responsibilities, namely to ensure that there is a Child Protection and Safeguarding policy together with a staff code of conduct;

11.2 child protection, safeguarding, recruitment and managing allegations policies and procedures, including the staff code of conduct, are consistent with Devon Children and Families Partnership and statutory requirements, are reviewed annually and that the Child Protection policy is publicly available on the school website or by other means;

11.3 ensures that all staff including temporary staff and volunteers are provided with the school's child protection policy and staff Code of Conduct;

11.4 all staff have read Keeping Children Safe in Education (2018) Part 1 and Annex A and that mechanisms are in place to assist staff in understanding and discharging their roles and responsibilities as set out in the guidance.

11.5 the school operates a safer recruitment procedure that includes statutory checks on staff suitability to work with children and disqualification by association regulations and by ensuring that there is at least one person on every recruitment panel who has completed safer recruitment training;

11.6 the school has procedures for dealing with allegations of abuse against staff (including the headteacher), volunteers and against other children and that a referral is made to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

11.7 To ensure that at least one member of the governing body has completed safer recruitment training to be repeated every five years.

11.8 A member of the Governing Body/Board, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Headteacher

11.9 Enhanced DBS checks (without barred list checks, unless the governor is also a volunteer at the school) are in place for all Governors;

11.10 A member of the senior leadership team has been appointed as the Designated Safeguarding Lead (DSL) by the Governing Body who will take lead responsibility for

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safeguarding and child protection and that the role is explicit in the role holder's job description;

- 11.11 An appointment, the DSL and deputy(ies) undertake appropriate identified training offered by DCFP or other provider every two years;
- 11.12 all other staff have safeguarding training updated as appropriate;
- 11.13 appropriate online filtering and monitoring systems are in place;
- 11.14 appropriate safeguarding responses are in place for children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- 11.15 children are taught about safeguarding (including online safety) as part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE) and/or for maintained schools through relationship and sex education (RSE);

12. Oversight of Safeguarding, Including Arrangements for Reviewing Policies and Procedures

- 12.1 Jonathan Palk is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the School. He is a member of the governing body.
- 12.2 A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. An annual report is submitted to the LSCB annually.
- 12.3 The School draws on the expertise of staff, including the DSL and DDSLs, in shaping the School's safeguarding arrangements and policies.
- 12.4 If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

13. Roles and Responsibilities: Nominated Governor

Mr Jonathan Palk is the Nominated Governor for Child Protection at West Buckland School (safeguardinggov@westbuckland.com). On behalf of Full Governing Body (FGB), Mr Jonathan Palk reviews that Safeguarding Policy and procedures are in place. He ensures that the Annual Review to the Devon LSCB is carried out and brings their findings and reports to the FGB for an annual review during the Summer Term. Therefore, the FGB undertakes an annual review of the School's Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged to the Nominated Governor. His responsibilities include:

- A) ensuring that the School has a Safeguarding Policy and Child Protection Procedures known to all staff and governors, that are in accordance with Local Authority and inter-agency procedures and that these are made available to parents on request;

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- B) working with the Designated Safeguarding Lead (DSL) and the Governing Body to instigate an annual review to judge the efficiency with which procedures have been implemented and to ensure that any deficiencies are remedied immediately;
- C) submission of an annual report to the Devon Local Safeguarding Children's Board (LSCB);
- D) acting as the designated Governor for Safeguarding and Child Protection for the EYFS.
- E) providing oversight and supervision of safeguarding procedures and practice on a termly basis.

NB It is the role of the Chair of Governors to deal with allegations of abuse made against the Headmaster(s). In the absence of the Headmaster(s), all allegations will be reported to the Chair of Governors.

14. Roles and Responsibilities: Headmasters

Mr Nick Robinson is the Headmaster of the Preparatory School and Mr Phillip Stapleton is the Headmaster of the Senior School. Their responsibilities include:

- 14.1 the Child Protection and Safeguarding Policy and procedures are implemented and followed by all staff;
- 14.2 sufficient time, training, support, resources, including cover arrangements where necessary, is allocated to the DSL and deputy(ies) DSL(s) to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- 14.3 where there is a safeguarding concern that the child's wishes and feelings are taken into account when determining what action to take and what services to provide;
- 14.4 systems are in place for children to express their views and give feedback which operate with the best interest of the child at heart;
- 14.5 all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle-blowing procedures;
- 14.6 that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- 14.7 they liaise with the Local Authority Designated Officer (LADO), before taking any action and on an ongoing basis, where an allegation is made against a member of staff or volunteer;
- 14.8 anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.
- 14.9 ensuring that DfES guidance is followed to ensure safe staff recruitment and that adequate staff checks and records are maintained. The Assistant Bursar maintains the Single Central Record for all staff and is responsible for the completion of the staff checks in accordance with the school's policy on safe recruitment.

15. The Designated Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Lead (DDSL)

- A) In the Senior School the Pastoral Deputy, Mrs Caoimhe Pettingell, (member of SLT) is the Designated Safeguarding Lead (cp@westbuckland.com). In the Preparatory School, the Headmaster, Mr Nick Robinson, is the Designated Safeguarding Lead

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(ngr@westbuckland.com). The Designated Safeguarding Lead in the Early Years Foundation Stage (EYFS) is Mrs Janet Regan (jlr@westbuckland.com).

B) The Deputy Designated Safeguarding Lead (DDSL) is Mr Matthew Robinson (mfr@westbuckland.com)

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the designated safeguarding lead; this lead responsibility should not be delegated.

The DSL:

- 15.1 Takes the lead responsibility for safeguarding and child protection in the school and is a member of the SLT;
- 15.2 acts as a source of support and expertise in carrying out safeguarding duties for the whole school community;
- 15.3 encourages a culture of listening to children and taking account of their wishes and feelings;
- 15.4 is appropriately trained, at inter-agency level, with updates every two years and will refresh their knowledge and skills at regular intervals but at least annually;
- 15.5 Will ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the governing body.
- 15.6 will refer a child if there are concerns about possible abuse, to the MASH¹, and act as a focal point for staff to discuss concerns. Enquiries² must be followed up in writing, if referred by telephone;
- 15.7 will keep detailed, accurate records, either written or using appropriate online software, of all concerns about a child even if there is no need to make an immediate referral;
- 15.8 in addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 15.9 will liaise with the Local Authority and work with other agencies and professionals in line with Working Together to Safeguard Children;
- 15.10 will have a good understanding of harmful sexual behaviour. (108)
- 15.11 has a working knowledge of DCFP procedures;
- 15.12 will ensure that either they, or another staff member, attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report where required which has been shared with the parents;
- 15.13 will ensure that any pupil currently with a child protection plan who is absent in the educational setting without explanation for two days is referred to their social worker;

¹ All new enquiries go to the MASH, DSLs can consult on 0345 155 1071. In an emergency out of hours referrals can be made to the Emergency Duty Team on 0845 6000 388 or Police.

² Online forms are available via [Devon County Council](#) or [DCFP](#).

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- 15.14 will ensure that all staff sign to say they have read, understood and agree to work within the School's child protection policy, behaviour policy, staff Code of conduct and Keeping Children Safe in Education Part 1 and Annex A and ensure that the policies are used appropriately;
- 15.15 will organise child protection and safeguarding induction, regularly updated training and a minimum of annual updates (including online safety) for all school staff, keep a record of attendance and address any absences;
- 15.16 will contribute to and provide, with the Headteacher and Chair of Governors, the "Audit of Statutory Duties and Associated Responsibilities" (S175/157 audit) to be submitted annually to the Education Safeguarding Team working on behalf of Devon County Council;
- 15.17 has an understanding of locally agreed processes for providing early help and intervention and will support members of staff where Early Help is appropriate;
- 15.18 will ensure that the name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, are clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse;
- 15.19 Is the school's e-safety coordinator;
- 15.20 to undertake Prevent awareness training;
- 15.21 to ensure all new staff and volunteers receive induction on Child Protection Procedures including the school's safeguarding and child protection policy, the staff code of conduct/behaviour policy, the identity of the DSL, whistleblowing policy and a copy of the KCSIE part 1 including Annex A. All staff are expected to read KCSIE Part 1; Annex A should be read by leaders and those working directly with children.
- 15.22 to ensure, in concert with The Assistant Bursar, that all voluntary and temporary staff are aware of the Safeguarding and Child Protection Procedures.
- 15.23 The DSL or Deputy DSL will always be available to discuss safeguarding concerns. During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of term activities, at least one member of the DSL team is available by email or phone during the holiday periods. Full details of the DSL's role can be found at Annex B of *KCSIE*.
- 15.24 The Deputy Designated Safeguarding Lead(s) Is/are trained to the same standard as the Designated Safeguarding Lead and, in the absence of the DSL, carries out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the DSL the deputy will assume all of the functions above.

16. Confidentiality, sharing information and GDPR

- 16.1 West Buckland School recognises that in order to effectively meet a child's needs, safeguard their welfare and protect them from harm the school must contribute to inter-agency working in line with Working Together to Safeguard Children (2018) and share information between professionals and agencies where there are concerns.

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- 16.2 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that the Data Protection Act 2018 is not a barrier to sharing information where the failure to do so would place a child at risk of harm.
- 16.3 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 16.4 However, we also recognise that all matters relating to child protection are personal to children and families. Therefore, in this respect they are confidential and the Headteacher or DSLs will only disclose information about a child to other members of staff on a need to know basis.

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

- 16.5 Staff should only discuss concerns with the DSL, headteacher/principal or chair of governors (depending on who is the subject of the concern).

- 16.6 However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, Keeping Children Safe in Education (2018) emphasises that any member of staff can contact children's social care if they are concerned about a child.

- 16.7 We will always undertake to share our intention to refer a child to MASH with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will contact the MASH consultation line.

- 16.8 Child protection information will be stored and handled in line with the Data Protection Act 2018 and HM Government Information Sharing and Advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018

- 16.9 Information sharing is guided by the following principles:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

- 16.10 Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

17 Child Protection Procedures

- 17.1 Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in the family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

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17.2 Further information about the four categories of abuse; physical, emotional, sexual and neglect, and indicators that a child may be being abused can be found in appendices 1 and 2.

17.2 Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of “It could happen here”.

17.3 There are also a number of specific safeguarding concerns that we recognise our pupils may experience;

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation
- children and the court system
- bullying including cyberbullying
- domestic abuse
- 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
- private fostering
- radicalisation
- youth produced sexual imagery (sexting)
- teenage relationship abuse
- trafficking
- peer on peer abuse
- Sexual violence and sexual harassment between children in schools and colleges.

17.5 Staff are aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger and that safeguarding issues can manifest themselves via peer on peer abuse.

17.6 We also recognise that abuse, neglect and safeguarding issues are complex and are rarely standalone events that can be covered by one definition or label. Staff are aware that in most cases multiple issues will overlap one another.

18 Procedures for dealing with concerns about a child

18.1 If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

18.2 If staff notice any indicators of abuse/neglect or signs that a child may be experiencing a safeguarding issue they should record these concerns on CPOMS as a Safeguarding Concern, or alternatively on a Record of concern Form and pass it to the DSL. They may also discuss

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their concerns in person with the DSL but the details of the concern should be recorded in writing.

19 Procedure If a pupil discloses to a member of staff;

All staff should:

- 19.1 listen carefully
- 19.2 avoid asking leading questions
- 19.2 reassure the individual that they have done the right thing in telling someone and that the allegation/complaint will be taken seriously
- 19.3 not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken
- 19.4 All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing on CPOMS. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence; if recorded on a Safeguarding Record of Concern form rather than on CPOMS, it should be signed by the person recording it.
- 19.5 Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy).
- 19.6 Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This will be recorded on the decision making form to be used by the DSL/DDSL for safeguarding and child protection concerns. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. If the concern does not meet the threshold for referral to external agencies, the school will continue to monitor the pupil through its pastoral systems, which provide opportunities for pupil feedback. The School operates its processes with the best interests of the pupil at their heart.

20 Notifying Parents

- 20.1 The School will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and normally the DSL/DDSL will make contact with the parent in the event of a concern, suspicion or disclosure.
- 20.2 However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's MASH.
- 20.3 Where there are concerns about forced marriage or honour based violence parents should not be informed a referral is being made as to do so may place the child at a significantly increased risk.
- 20.4 Parental consent is not required for referral to statutory agencies.

21 Making a referral

- 21.1 Concerns about a child or a disclosure should be immediately raised with the DSL who will help decide whether a referral to children's MASH or other support is appropriate in accordance with Devon Children and Families Partnership Threshold Tool.
- 21.2 If a referral is needed then the DSL should make this rapidly and systems in place to enable this to happen. However, anyone can make a referral and if for any reason a staff member thinks

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a referral is appropriate and one hasn't been made they can and should consider making a referral themselves.

- 21.3 If a child has suffered, or is likely to suffer significant harm, Children's Social Care, or the police if a crime has been committed, should be contacted immediately. If a child is in need of additional support from one or more agencies Devon Children and Families Partnership processes will be followed and an Early Help Assessment and Team Around the Family (TAF) approaches may be implemented.
- 21.4 The child (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.
- 21.5 If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed, and most importantly the child's situation improves.
- 21.6 If a child is in immediate danger or is at risk of harm a referral should be made to children's MASH and/or the police immediately. Anybody can make a referral. MASH can be contacted by telephone on 0345 155 1071, or by email at mashsecure@devon.gcsx.gov.uk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care.
- 21.7 Where referrals are not made by the DSL, the DSL should be informed as soon as possible.
- 21.8 Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate.
- 21.9 All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

22 Children who are particularly vulnerable

- 22.1 West Buckland School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.
- 22.2 Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.
- These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- 22.3 Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.
- 22.4 Lesbian, gay, bi or trans (LGBT): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.
- 22.5 Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- a) is disabled and has specific additional needs;

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

23 Specific safeguarding issues:

23.1 Behaviours linked to drug taking, alcohol abuse, truancy and sexting put children in danger.

Safeguarding issues can also manifest themselves via peer-on-peer abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting.

23.2 Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; children with family members in prison; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

24 Anti-Bullying/Cyberbullying

- a) Our school policy on anti-bullying is set out in a separate document. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents which is shared with and analysed by the governing body. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.
- b) If the bullying is particularly serious, or the anti-bullying procedures are seen to be ineffective, the headmaster and the DSL will consider implementing child protection procedures.

25 Racist Incidents

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents and report them to the Local Authority.

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26 Radicalisation and Extremism

- 26.1 The Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 places a duty on education and other children's services to have due regard to the need to prevent people from being drawn into terrorism.
- 26.2 Extremism is defined as 'as '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.
- 26.3 Some children are at risk of being radicalised; adopting beliefs and engaging in activities which are harmful, criminal or dangerous.
- 26.4 West Buckland School is clear that exploitation of vulnerable children and radicalisation should be viewed as a safeguarding concern and follows the Department for Education guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism³.
- 26.5 West Buckland School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- 26.6 The school supports students to build resilience to the risks of radicalisation by providing a range of opportunities to develop education on preventing extremism, radicalisation and terrorism, such as through assemblies, tutor time and the curriculum, in accordance with the Prevent Duty.
- 26.7 School staff receive training to help identify signs of radicalisation and extremism. Indicators of vulnerability to radicalisation are in detailed in Appendix 6.
- 26.8 Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British Values as part of SMSC (spiritual, moral, social and cultural education) in Schools (2014).
- 26.9 The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL {and DDSL} and governors responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised
- 26.10 When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Devon & Cornwall Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).

³ The Prevent duty

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26.11 Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The West Buckland School E-Safety and IT Policy reviews the school filtering mechanism provided by Palo Alto.

27 Female Genital Mutilation (FGM)

27.1 Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act (2003).

It is a form of child abuse and violence against women.

27.2 A mandatory reporting duty requires teachers to personally report 'known' cases of FGM in under 18s, which are identified in the course of their professional work (either through disclosure by the victim or visual evidence), to the police.

27.3 The duty applies to all persons in West Buckland School who is employed or engaged to carry out 'teaching work' in the school, whether or not they have qualified teacher status. The duty applies to the individual who becomes aware of the case to make a report. It should not be transferred to the Designated Safeguarding Lead, however the DSL should be informed.

27.4 If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) [or it involves a pupil over 18], teachers should follow the School's local safeguarding procedures.

28 Forced Marriage

28.1 A forced marriage is a marriage in which one or both people do not (or in cases of people with learning disabilities cannot) consent to the marriage but are coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

28.2 Forced marriage is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

28.3 A forced marriage is not the same as an arranged marriage which is common in several cultures. The families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

28.4 School staff should never attempt to intervene directly as a school or through a third party. Contact should be made with MASH

28.5 There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

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29 Honour-based Violence

29.1 Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

29.2 It is a violation of human rights and may be a form of domestic and/or sexual abuse. There is no, and cannot be, honour or justification for abusing the human rights of others.

30 One Chance Rule

30.1 All staff are aware of the 'One Chance' Rule' in relation to forced marriage, FGM and HBV. Staff recognise they may only have one chance' to speak to a pupil who is a potential victim and have just one chance to save a life.

30.2 West Buckland School are aware that if the victim is not offered support following disclosure that the 'One Chance' opportunity may be lost. Therefore, all staff are aware of their responsibilities and obligations when they become aware of potential forced marriage, FGM and HBV cases.

31 Private Fostering Arrangements

31.1 A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are placed in residential schools, children's homes or hospitals are not considered to be privately fostered.

31.2 Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

31.3 West Buckland School recognise that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country.

31.4 By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify MASH of the circumstances.

32 Looked after children and previously looked after children

32.1 The most common reason for children becoming looked after is as a result of abuse and neglect. West Buckland school ensures that staff have the necessary skills and understanding to keep looked after/previously looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility.

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- 32.2 The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Devon County Council's virtual school head for children in care.
- 32.3 The designated teacher for looked after children works with the virtual school head to discuss how Pupil Premium Plus funding can be best used to support the progress of looked after children in the school and meet the needs in the child's personal education plan. The designated teacher will follow the statutory guidance 'Promoting the education of Looked After Children'.

33 Children Missing Education

- 33.1 A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions.
- 33.2 The School's procedure for dealing with children who go missing can be found in the School's Absence Policy, and the Missing Pupil Policy. All unexplained absences will be followed up in accordance with these policies.
- 33.3 Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
- 33.4 The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:
- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
 - b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.
- 33.5 School attendance registers are carefully monitored to identify any trends. The School will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. These intervals are: local authority will be notified if absence drops below 85%.
- 33.6 Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.
- 33.7 If a non UK national is missing from education and they have a Child Protection plan in place we will endeavour to pass on the information to the appropriate authorities, probably through the child's Guardian. In addition, the UKBA will be informed in line with HTS (Highly Trusted Status) procedures where appropriate.

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34 Online Safety

34.1 Our pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social media sites such as Facebook, twitter, Instagram, Snapchat.

Unfortunately, some adults and other children use these technologies to harm children.

34.2 The harm might range from sending hurtful or abusive texts or emails, to grooming and enticing children to engage in sexual behaviour such as webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate material such as pornographic websites or those which promote extremist behaviour, criminal activity, suicide or eating disorders.

34.3 West Buckland School has an e-safety and IT Policy which explains how we try to keep pupils safe in school and how we respond to online safety incidents (See flowchart, Appendix 7).

34.4 All pupils are made aware of West Buckland School's Acceptable Use Agreement Policy, which also has regard to use of mobile devices and access to internet and social media via Wi-Fi and mobile data (3G/4G), and what to do if they have an IT safeguarding concerns.

34.5 Pupils are taught about online safety throughout the curriculum and PHSE and all staff receive online safety training which is regularly updated. The school online safety co-ordinator is the Deputy Head Pastoral.

34.6 Procedures for Dealing with Inappropriate/Illegal Internet Access, Behaviour, Use of Equipment or Material.

- a) West Buckland School has installed web filtering software to ensure the protection of its pupils whilst accessing the internet. It is recognised that no software is infallible, and the following procedures will be abided by where necessary.
- b) West Buckland School does not rely on "over-blocking" through the filtering and monitoring systems. The E-Safety and IT policy differentiates between different groups of users.
- b) Discovery of inappropriate behaviour or use of equipment, by staff, should be reported immediately to the Designated Safeguarding Lead who will report the incident to LADO.
- c) Illegal material within the School's network is a very serious situation and must always be reported to the Police. Any incident that involves inappropriate adult or pupil access to legal material on West Buckland School's premises will be dealt with by the School's disciplinary policy in conjunction with the Police. These procedures follow guidance detailed in the E-Safety and IT Policy (Responding to Incidents of Misuse).

34.7 For further details on what to do if you have an online safety concern, refer to appendix 7

35 Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

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- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

36 Arrangements for Dealing with Peer-On-Peer Allegations

36.1 The DSL, Governing Body/Board and Head Teacher will take due regard to Section 5, KCSiE 2018

36.2 In most instances, the conduct of pupils towards each other will be covered by our behaviour policy. However, some allegations may be of such a serious nature that they may raise safeguarding concerns. West Buckland School recognises that children are capable of abusing their peers. Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include bullying (including cyberbullying, teasing and banter), initiation/hazing type violence and rituals, sexting, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

36.3 Abusive comments and interactions should never be passed off or dismissed as “banter” or “part of growing up”. Nor will harmful sexual behaviours be dismissed as the same or “just having a laugh” or “boys being boys”.

36.4 The forms of peer on peer abuse are outlined below.

- a) Domestic abuse – an incident or pattern of actual or threatened acts of physical, sexual, financial and/or emotional abuse, perpetrated by an adolescent against a current or former dating partner regardless of gender or sexuality.
- b) Child Sexual Exploitation – children under the age of 18 may be sexually abused in the context of exploitative relationships, contexts and situations by peers who are also under 18.
- c) Harmful Sexual Behaviour – Children and young people presenting with sexual behaviours that are outside of developmentally ‘normative’ parameters and harmful to themselves and others (For more information, please see Appendix 2).
- d) Serious Youth Violence – Any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19’ i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. ‘Youth violence’ is defined in the same way, but also includes assault with injury offences.

36.5 The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

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- 36.6 The School recognises that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those children.
- 36.7 The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.
- 36.8 West Buckland School aims to reduce the likelihood of peer on peer abuse through;
- a) the established ethos of respect, friendship, courtesy and kindness;
 - b) high expectations of behaviour;
 - c) clear consequences for unacceptable behaviour;
 - d) providing a developmentally appropriate PSHE curriculum which develops pupils' understanding of healthy relationships, acceptable behaviour, consent and keeping themselves safe;
 - e) systems for any pupil to raise concerns with staff, knowing that they will be listened to, valued and believed;
 - f) risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils and those identified as being at risk.
- 36.9 Research indicates that young people rarely disclose peer on peer abuse and that if they do, it is likely to be to their friends. Therefore, West Buckland School will also educate pupils in how to support their friends if they are concerned about them, that they should talk to a trusted adult in the school and what services they can contact for further advice.
- 36.10 Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the school's safeguarding and child protection procedures outlined in this policy rather than the School's Anti-Bullying and Behaviour policies.
- 36.11 Where a concern regarding peer on peer abuse has been disclosed to the DSL, advice and guidance will be sought from MASH and where it is clear a crime has been committed or there is a risk of crime being committed the Police will be contacted.
- 36.12 Following consultation with MASH, West Buckland School will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of MASH parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed.
- 36.13 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Devon Children and Families Partnership (DCFP) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator.
- 36.14 If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the DCFP, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed.
- 36.15 Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and

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sexual assaults will be passed to the police. The wishes of the victim in terms of how they want to proceed is especially important in the context of sexual violence and sexual harassment. If the DSL decides to make a referral to MASH and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

36.16 When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment.

36.17 Confidentiality will be an important consideration for the School and advice will be sought as necessary from MASH and/ or the Police as appropriate.

37 Youth produced sexual imagery (sexting)

37.1 The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal.

37.2 Youth produced sexual imagery refers to both images and videos where;

- a) A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- b) A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- c) A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

37.3 All incidents of this nature should be treated as a safeguarding concern and in line with the UKCCIS guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'.

37.4 Cases where sexual imagery of people under 18 has been shared by adults and where sexual imagery of a person of any age has been shared by an adult to a child is child sexual abuse and should be responded to accordingly.

37.5 If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery.

37.6 The DSL should hold an initial review meeting with appropriate school staff and subsequent interviews with the children involved (if appropriate). Parents should be informed at an early stage and involved in the process unless there is reason to believe that involving parents would put the child at risk of harm. At any point in the process if there is concern a young person has been harmed or is at risk of harm a referral should be made to MASH or the Police as appropriate.

37.7 Immediate referral at the initial review stage should be made to MASH/Police if;

- a) The incident involves an adult;

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- b) There is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- c) What you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- d) The imagery involves sexual acts;
- e) The imagery involves anyone aged 12 or under;
- f) There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

37.8 If none of the above apply then the DSL will use their professional judgement to assess the risk to pupils involved and may decide, with input from the Headteacher, to respond to the incident without escalation to MASH or the police.

In applying judgement, the DSL will consider if;

- a) there is a significant age difference between the sender/receiver;
- b) there is any coercion or encouragement beyond the sender/receiver;
- c) the imagery was shared and received with the knowledge of the child in the imagery;
- d) the child is more vulnerable than usual i.e. at risk;
- e) there is a significant impact on the children involved;
- f) the image is of a severe or extreme nature;
- g) the child involved understands consent;
- h) the situation is isolated or if the image been more widely distributed;
- i) there other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- j) the children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or MASH. Otherwise, the situation will be managed within the school.

36.7 The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures.

38 Allegations against staff

38.1 The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and the Devon procedures for managing allegations and will be managed in accordance with the guidance provided in the school's Allegations Against Staff Policy.

38.2 It applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil or

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- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children.

38.3 Allegations against a teacher who is no longer teaching should be referred to the Police.

Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

38.4 All allegations which appear to meet the above criteria are to be reported straight away to the Headmaster (the Case Manager).

38.5 The Headmaster on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO) at the earliest opportunity and before taking any further action, so as not to jeopardise statutory investigations.

38.6 In borderline cases, the School may discuss informally with the LADO on a no-names basis.

38.7 If the allegation concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult the LADO as above, without notifying the Headmaster first.

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

- a) The case manager should immediately discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.)
- b) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed.
- c) The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
- d) The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual⁶¹.
- e) The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details⁶².
- f) Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
- g) The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
- h) The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where

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an allegation is substantiated, and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

- i) On conclusion of the case, the case manager should review the circumstances of the case with the Local Authority Designated Officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

- 38.9 The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.
- 38.10 Allegations found to be malicious will be removed from 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 *KCSIE* and a copy will only be provided to the individual concerned.
- 38.11 Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.
- 38.12 Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing including content placed on social media sites.
- 38.13 In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

39 Code of Conduct

The School's code of conduct can be found on the school website. The aim of the code of conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

40 Whistle-blowing

- 40.1 The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. All staff have access to the School's whistleblowing policy.

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- 40.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues, poor or unsafe practice and potential failures in the school's safeguarding arrangements.
- 40.3 Concerns of this nature should be raised in accordance with the School's whistleblowing procedures which can be found on the school website. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- 40.4 If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- 40.5 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk
- 40.6 Whistle-blowing re the Headteacher should be made to the Chair of the Governing Body whose contact details are readily available to staff.

41 Physical Intervention

- 41.1 We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 41.2 Such events should be recorded and signed by a witness where possible.
- 41.3 Staff who are likely to need to use physical intervention will be appropriately trained.
- 41.4 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

42 Links to other policies

This policy also links to our policies on:

- Behaviour
- Code of Conduct
- Whistleblowing
- Anti-bullying
- Health & Safety
- Allegations against staff
- Parental concerns
- Attendance
- Curriculum
- PSHE
- Administration of medicines
- Drug Education
- Sex and Relationships Education
- E-Safety and IT

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- Information sharing
- Risk Assessment
- Recruitment and Selection
- Radicalisation and Extremism

Reviewed by: The Pastoral Deputy (Mrs Caoimhe Pettingell)
The Headmaster (Mr Philip Stapleton)
The Prep Headmaster (Mr Nick Robinson)
The Nominated Governor for Safeguarding (Mr Jonathan Palk)
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Appendix 1

Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse (including child sexual exploitation)
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)

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- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a “cry for help” and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

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It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a "loner" – difficulty relating to others

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Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

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Appendix 2**Sexual Abuse & Sexual Harassment**

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children. Staff should be vigilant to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- sexting (also known as youth produced sexual imagery)
- initiation/hazing type violence and rituals

Developmental Sexual Activity

Encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour

Can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed. If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base. In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies

Consent – agreement including all the following:

- Understanding that is proposed based on age, maturity, development level, functioning and experience
- Knowledge of society’s standards for what is being proposed
- Awareness of potential consequences and alternatives

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- Assumption that agreements or disagreements will be respected equally
- Voluntary decision
- Mental competence

Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. Further information and advice is available in the Devon multi-agency protocol “Working with Sexually Active Young People” available at www.devon.gov.uk/safeguarding by choosing Safeguarding Children – Protocols and Guidance for Professionals.

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Appendix 3**Child Sexual Exploitation**

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

Signs include:

- going missing from home or school
- regular school absence/truancy
- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- online safety concerns such as youth produced sexual imagery or being coerced into sharing explicit images.
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

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Appendix 4**Female Genital Mutilation (FGM)**

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM. If a member of staff, in the course of their work, discovers that an act of FGM appears to have been carried out, the member of staff must report this to the Police.

Female Genital Mutilation (FGM) is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons. Section 5B of the 2003 Act¹ introduces a mandatory reporting duty which requires regulated health and social care professionals and teachers in England and Wales to report ‘known’ cases of FGM in under 18s which they identify in the course of their professional work to the police. The duty came into force on 31 October 2015.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

4 types of procedure:

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2 Excision – partial/total removal of clitoris and labia minora

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl’s virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

Is FGM legal?

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

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

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

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

The 'One Chance' rule

As with Forced Marriage there is the 'One Chance' rule. It is essential that settings /schools/colleges take action **without delay** and make a referral to children's services.

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Appendix 5

Domestic Abuse

How does it affect children?

Children can be traumatised by seeing and hearing violence and abuse. They may also be directly targeted by the abuser or take on a protective role and get caught in the middle. In the long term this can lead to mental health issues such as depression, self-harm and anxiety.

What are the signs to look out for?

Children affected by domestic abuse reflect their distress in a variety of ways. They may change their usual behaviour and become withdrawn, tired, start to wet the bed and have behavioural difficulties. They may not want to leave their house or may become reluctant to return. Others will excel, using their time in your care as a way to escape from their home life. None of these signs are exclusive to domestic abuse so when you are considering changes in behaviours and concerns about a child, think about whether domestic abuse may be a factor.

What should I do if I suspect a family is affected by domestic abuse?

Contact: <https://new.devon.gov.uk/dsva/>

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Appendix 6

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
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.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student / pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;

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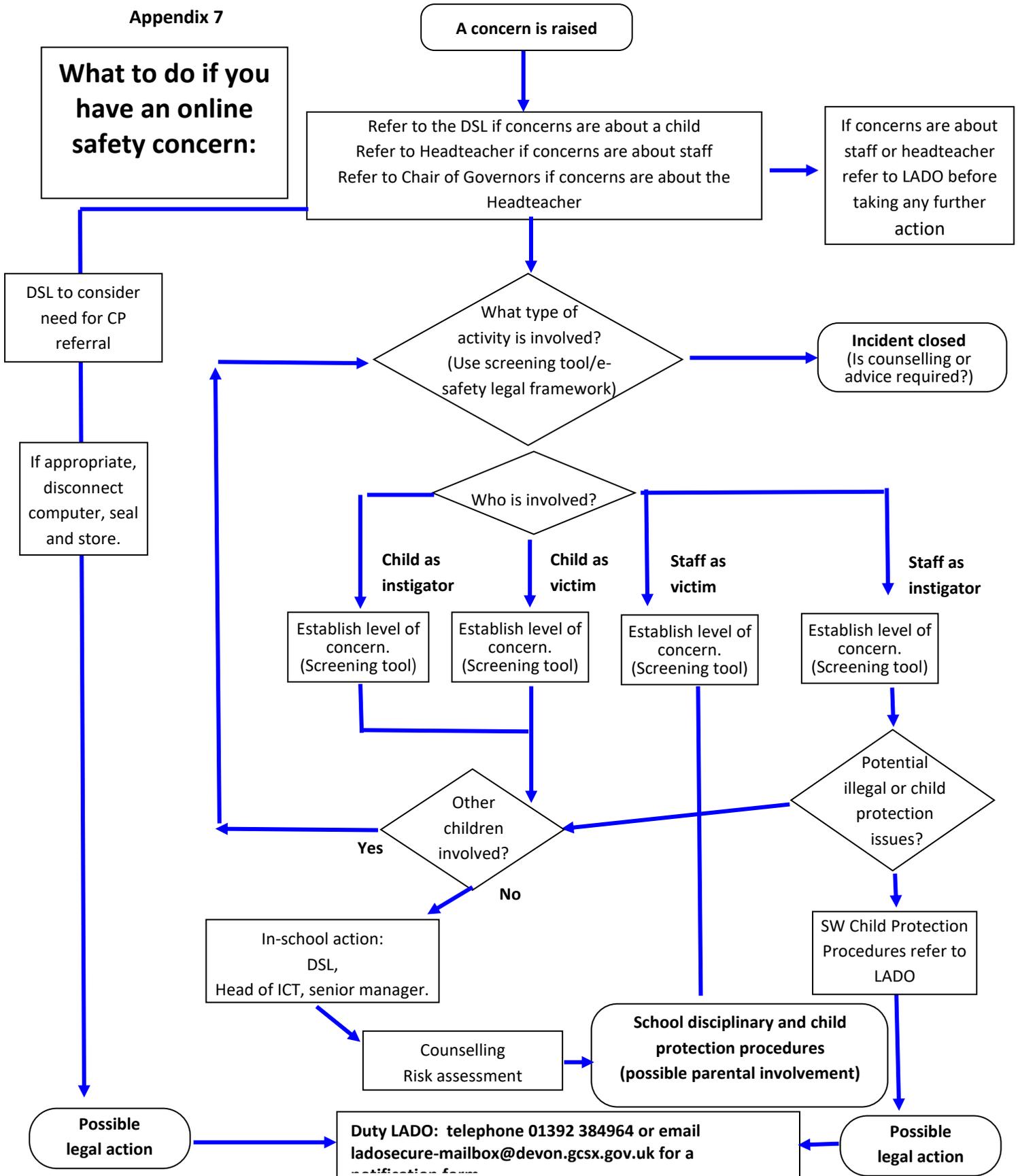
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

[The Prevent Duty can be accessed via this link.](#)



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Appendix 7



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Appendix 8

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Childnet International –making the internet a great and safe place for children. Includes resources for professionals and parents <http://www.childnet.com/>

Thinkuknow (includes resources for professionals and parents) <https://www.thinkuknow.co.uk/>

Safer Internet Centre <http://www.saferinternet.org.uk/>

Transgender <http://www.mermaidsuk.org.uk/>

[Schools transgender toolkit](#)

[Intercom trust transgender guidance](#)

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Appendix 9

Taken from 'Keeping Children Safe In Education – Department of Education' 2018

Annex H: Table of substantive changes from September 2016

Where	What
Summary	
Whole of the document	The guidance is amended throughout to make references to acronyms consistent and to correct minor typos e.g. missing punctuation. Also replaced reference to LSCB with local multi-agency safeguarding arrangements as required to reflect forthcoming changes in <i>Working together to safeguard children</i> .
Page 3 - About this guidance	Explained the terms used within Keeping children safe in education and their legal status, making this section consistent with the definition of statutory guidance published on GOV.UK .
Page 3/4- Who this guidance is for	Moved the footnote about academy trusts into the main body of the guidance. This clarifies that for the purposes of Keeping children safe in education, in the case of academies, free schools and alternative provision academies, the proprietor is the academy trust.
Part one	
Paragraph 12	Made clear that information about the role of the DSL should include who it is and the identity of any deputies.
Paragraph 15	Removed detailed information from one of the two footnotes and combined into one simple footnote. Feedback suggested the original level of information is too much for Part 1. However, cross-reference to detailed information remains.
Paragraph 17	Provided additional information on children who may especially benefit from early help.
Paragraphs 22-34	The policy intent of these paragraphs have not changed. Following feedback we have removed duplication from the "What school and college staff should do if they have concerns about a child" and "What school and college staff should do if a child is in danger or at risk of harm" sections. Also provided

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	additional information where we think it will be helpful for staff.
Paragraph 35	Updated the footnote to make it easier to understand.
Paragraph 41	Added additional information for staff to consider with regard to when they might call the hotline.
Page 13	Updated table to reflect changes elsewhere in Part 1.
Paragraph 49	Updated to reflect sexual violence and sexual harassment.
Paragraph 50	Links updated to be clearer what they relate to. Additional links added for domestic abuse, county lines and sexual violence and sexual harassment.
Part two	
Paragraph 53	Updated to make clear the Board level leadership lead should sit at governing body or proprietor level.
Paragraph 55	Updated to make clear that all schools and colleges should have their own individual child protection policy. This is important, as it will reflect local circumstances. This does not stop a proprietor of multiple schools from having an overarching child protection policy. We would simply expect that to be built on locally to ensure local procedures and protocols can be reflected. Moved the old paragraph 49 into this paragraph to bring the child protection information together in one place.
Paragraph 55	Added additional information with regards to children missing education and the consideration of safeguarding concerns. Moved the old paragraph 51 into this paragraph to bring the children missing education information together in one place. Added that where reasonably possible schools and colleges should hold more than one emergency contact number for their pupils.
Paragraph 57	To be clear the important thing is the designated safeguarding lead is appointed and is from the school or colleges senior leadership team. Who actually appoints them is a matter for

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	the governing body or proprietor.
Paragraph 64-73	Updated to reflect Working together to safeguard children. Also reflected the designated safeguarding lead responsibilities with regards to the child protection file. This is already set out in Annex B but it deserves prominence in the main body of the guidance.
Paragraph 78	Reordered the wording of this paragraph to improve readability and have added the word “safety”. This addition is to make clear that “safeguarding” in this context includes “online safety”.
Paragraph 82	Clarified safer recruitment requirements when an individual is interviewing rather than a panel.
Paragraph 86	Updated this paragraph to reflect the importance of school and college child protection policies reflecting peer on peer abuse. This is cross-referenced with additional advice from the department.

Paragraph 91-94	Updated to reflect new requirements regarding previously looked after children.
Paragraph 95	Added to reflect colleges responsibilities with regards to care leavers.
Paragraph 97	Updated to reflect the importance of considering safeguarding in the context of using restraint.

Part three

Paragraph 98	Amended footnote 35 to reflect changes to college Conditions of Funding Agreements that, before employing a person to carry out teaching work in relation to children, require colleges to take reasonable steps to establish whether that person is subject to a prohibition order made under section 141B, and prevent the employment or engagement of any person who is subject to a prohibition order in such a role.
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Paragraph 99	Revised the wording of this paragraph to make direct reference to prohibitions, directions, sanctions and restrictions.
Paragraph 102	Moved the position of the reference to Annex F within the paragraph to improve readability.
Paragraph 103	Amended footnote 39 to reflect changes to college Conditions of Funding Agreements that, before employing a person to carry out teaching work in relation to children, require colleges to take reasonable steps to establish whether that person is subject to a prohibition order made under section 141B.
Regulated Activity shaded box page 30	Clarified the position on personal care.
Page 32 Prohibitions, directions, sanctions and restrictions Paras 109-112	New heading inserted. Paragraphs in this section have been relocated from elsewhere in document and additional information inserted to bring all information together, and provide clarity about, prohibitions, sanctions and restrictions. Paragraph 111 now references the effect of a s128 direction on governors of maintained schools.
Paragraph 113	Added new paragraph to reflect previous GTCE sanctions.
Paragraph 114	Paragraph moved from previous footnote 47 into body of document.
Paragraph 115	New paragraph, which includes text from previous footnote 38 into main body of text to explain the use of the Teacher Services system. New footnote is inserted to explain the Teacher Services system can also be used to verify qualified teacher status (QTS) and the completion of teacher induction and teacher probation periods.
Paragraph 119	Added information to this paragraph to better explain the Teacher Services' system and that schools and all colleges should use the system to check for prohibitions, directions, sanctions and restrictions, (including old GTCE restrictions). We have also inserted a new footnote to explain that, where necessary, the system should also be used to verify the

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	award of qualified teacher status (QTS), and the completion of teacher induction or probation.
Paragraph 121	This paragraph is amended to reflect accurately the wording of regulations and to add clarity. There has been no change to policy.
Paragraph 123	Explained what is in the GOV.UK link.
Page 37 - Flowchart of Disclosure and Barring service Criminal Record Checks and Barred List Checks	A revised flowchart has been inserted to make the information about checks for contractors consistent with the information contained in the body of the guidance.
Paragraph 124-127 Employment History and References	Provided further context about the information schools should consider when seeking and obtaining references. A link to the Advisory, Conciliation and Arbitration Service (ACAS) website has been added to signpost to additional information about references.
Paragraph 128-134 Single Central Record (SCR)	Clarified the minimum information that must be recorded on the SCR. Additional advice has been added to: clarify the option to use the SCR to record other non-statutory information; the requirements for multi-academy trusts; that in the case of an academy, a proprietor means the members and trustees of the academy trust; and the format of the SCR.
Paragraph 135	Added paragraph number as this section of text not previously shown as a numbered paragraph.
Paragraphs 136-137 Overseas checks	Moved the reference to the Home Office guidance from paragraph below to this paragraph.
Paragraph 141- ITT trainees	In respect of fee-funded ITT trainees, clarified that the school or college should obtain written confirmation from the provider that it (the provider) has carried out all pre-appointment checks that the school or college would otherwise be required to perform.

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Paragraph 144	Added paragraph number as this section of text not previously shown as a numbered paragraph. Also revises the original text, providing clarification that ensures schools are clear that they must refer to the DBS when an individual is suspended or moved out of regulated activity to another post, if they meet the 'harm' criteria.
Paragraph 149 - Volunteers	Provided a link that signposts to the DBS workforce guides. This is to assist schools and colleges to identify whether the position they are recruiting into fits the 'child workforce' criteria, used when completing the "Position Applied For" field on a DBS application form and which allows a children's barred list check to be requested.
Paragraph 150	This paragraph has been revised and footnote added to remind schools to record risk assessments.
Paragraph 151	Revised text to signpost to guidance to be used by schools and colleges when determining when a volunteer should be supervised.
Paragraph 158	Provided clarification for academy trusts about the requirement to carry out checks for section 128 directions, which prohibit or restrict a person from taking part in the management of an independent school (including academies and free schools) and DBS checks.
Paragraph 164	New information clarifying the responsibility on schools when working with alternative provision providers.
Paragraph 165-166 Work experience	Minor drafting clarification.
Paragraph 170	Paragraph amended to introduce the term "homestay".
Paragraph 171-172	Paragraphs moved from Annex E and amended to clarify that staff and volunteers should remain alert to, and, when it comes to their attention report, to the local authority, information

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	which suggests a child is being privately fostered.
Part four	
Paragraph 173 - Duties as an employer	An additional footnote 80 has been added to provide a link to Disclosure and Barring Service website explanation of the 'harm test'. The 3 rd bullet in this paragraph is amended to replace 'would' with 'may', providing consistency with the terminology within 'Working Together to Safeguard Children' statutory guidance
Paragraph 174	Added 'volunteers' to this paragraph to make clear this part of the guidance is also applicable to them.
Paragraph 178 - Initial considerations	In response to feedback we have moved the term 'unfounded' from a footnote back into the main text.
Paragraph 179	Inserted 'the designated safeguarding lead' to clarify that where the allegation is about the safeguarding of a child/children the 'designated safeguarding lead' should be involved.
Paragraph 181	Signposted to footnote on more information on strategy discussion and a paragraph that provides further information about suspensions.
Paragraph 191 - Confidentiality	This revision clarifies that reporting restrictions apply only to teachers in schools.
Paragraph 193	Updated link.
Paragraph 195 - Resignations and settlement agreements	Additional text is inserted to remind schools and sixth form colleges of the requirement to consider a teacher misconduct referral to NCTL in certain circumstances.
Paragraph 201 - References	This paragraph now provides signposts to paragraphs that provide information about references.
Paragraph 203 - Timescales	Revision to this paragraph corrects a typo; replaces 'institute' with 'instigate'.
Paragraph 204	Updated to reflect new multi-agency arrangements.
Paragraph 207	Inserted 'children's social care' because where the allegation is about the welfare of a child then 'children's social care' should be contacted directly.

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Annex A	<p>CME- minor changes and a correction to clarify all instances should be considered, not “15” as suggested in last iteration</p> <p>County Lines- new information</p> <p>Domestic abuse- new information</p> <p>HBV- additional context</p> <p>Preventing radicalisation- information regarding extremism</p> <p>Peer on peer abuse- new information with a particular focus on sexual violence and sexual harassment (linked to new departmental advice).</p>
Annex B	<p>New footnote 107 includes considerations for sole proprietors to ensure their designated safeguarding lead is a suitable person for the role.</p> <p>Added online safety and SEND as considerations when training designated safeguarding leads. This reflects the importance of these two areas as set out in Part 2 of the guidance.</p> <p>Also bringing deputy DSL in line with DSL and setting out that the role should be explicit in any job description.</p>
Annex C	<p>Links to additional support added.</p>
Annex D	<p>Added reference to the Visits to Children in Long-term Residential Care Regulation 2011, as it applies to schools and colleges.</p>
Annex E - Host Families	<p>In response to stakeholder feedback, revised this Annex to provide clarity on obtaining DBS checks for UK host families who provide homestay to pupils during exchange visits.</p>
Annex G	<p>Updated footnote to reflect DBS now provide this service and not Disclosure Scotland.</p>

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For Early Help, Consultation and Enquiries please contact:

Telephone: **0345 155 1071**

Email: mashsecure@devon.gcsx.gov.uk

Fax: 01392 448951

Enquiry Form available at:

<https://new.devon.gov.uk/making-a-mash-enquiry>

Post: **Multi-Agency Safeguarding Hub, P.O. Box 723, Exeter EX1 9QS**

Emergency Duty Team out of hours **0845 6000 388**

Police non-emergency 101

For all LADO enquiries Exeter (01392) 384964

<https://new.devon.gov.uk>

Early Help Team

Senior Manager: TBC

Manager Exeter and South: TBC

Manager Mid & East: Ian Flett 07815 562 370

Manager South & West: Karen Hayes 07854 253424

Manager Northern: Sarah Simpson 07854 304 512

Locality Early Help Mailbox

North: earlyhelpnorthsecuremailbox@devon.gcsx.gov.uk

Mid & East: earlyhelpmidwestsecuremailbox@devon.gcsx.gov.uk

South & West: earlyhelpsouthsecuremailbox@devon.gcsx.gov.uk

Exeter: earlyhelpexetersecuremailbox@devon.gcsx.gov.uk

For emergencies outside of office hours please call:

0345 600 0388 or 0845 600 0388