



St Edward's
PREPARATORY SCHOOL

Safeguarding Policy

Autumn 2018

Schedule for Development / Monitoring / Review

This previous Safeguarding Policy was approved by the Trustees on:	<i>Autumn 2017</i>
The implementation of this policy will be monitored by the:	<i>LMT</i>
Monitoring will take place:	<i>Annually</i>
The Trustees will receive a report on the implementation of the Safeguarding Policy at regular intervals and at least:	<i>Annually</i>
This Safeguarding policy will be reviewed annually, or more regularly in the light of any significant new developments. The next anticipated review date will be:	<i>Autumn 2019</i>
Should any Safeguarding concerns or incidents occur as stated by the policy we will contact:	<i>GSCB Police</i>

Safeguarding Policy Content

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¹POLICY LEADS AND IMPORTANT CONTACTS WHEN CONCERNED ABOUT A CHILD

- The Designated Safeguarding Lead is Miss Sarah Tow (DSL) who is the Assistant Head (Behaviour & Pastoral). Miss Tow is part of the Leadership and Management Team (LMT) and her role is to:
 1. Maintain an overview of Safeguarding within the School
 2. Open channels of communication with local statutory agencies
 3. Monitor and continually improve the effectiveness of policies and procedures in practice
- Sarah Tow can be contacted at s.tow@stedwards.co.uk or Tel: (01242) 388550
- The Deputy Designated Safeguarding Leads are Mrs Kate France (Head of Pre-Prep) and Mrs Lynn Young (Kindergarten Manager)
- Kate France can be contacted at k.france@stedwards.co.uk or Tel: (01242) 388039
- Lynn Young can be contacted at l.young@stedwards.co.uk or Tel: (01242) 388028
- The Headmaster is Mr Stephen McKernan who can be contacted at headmaster@stedwards.co.uk or Tel: (01242) 388037
- ²The nominated Safeguarding Trustee is Dr Susan Honeywill who can be contacted at s.honeywill@stedwards.co.uk or through the Clerk to the Trustees on (01242) 388031
- ³The Local Authority Designated Officers (LADOs) are Jane Bee who can be contacted at (01452) 426994 and Nigel Hatten who can be contacted at (01452) 425017. The full local procedures of Gloucestershire Safeguarding Children Board (GSCB) are located through (www.gsrb.org.uk)
- The GSCB's helpdesk number (Front Door) is (01452) 426565
- For EYFS contact can be made with OFSTED on 0300 123 3155 www.ofsted.gov.uk
- DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and Trustees: 02073407264 and counter-extremism@education.gsi.gov.uk
- For Childline call 0800 1111 www.childline.org.uk

¹ Meets ISSR April 2015 Part 3 Serial 95

² Meets ISSR April 2015 Part 3 Serial 97

³ Meets ISSR April 2015 Part 3 Serial 84

LEGISLATION, GUIDANCE AND RATIONALE

⁴This policy has been developed in accordance with the principles established by the Children Act 1989 and 2004, the Education Act 2002 and Working Together to Safeguard Children (March 2015) (WT). WT refers to the non-statutory advice: *Information sharing* (March 2015). This policy reflects the DFE statutory requirements within Keeping Children Safe in Education (KCSIE September 2018). This policy regards the Prevent Duty Guidance: for England and Wales (March 2015). We are committed to the principles that lie behind this legislation that are articulated in the 'Every Child Matters' initiative and we aim to achieve best practice in all areas of child protection. This policy also shows our commitment to support the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools and The Prevent Duty (2015). As a school we must have regard to it when carrying out our duties to safeguard and promote the welfare of children under section 175, of the Education Act 2002, paragraph 7(a and b) (Independent School Standards) Regulations 2015.

In addition to the relevant legislation above, the policy follows the local procedures of Gloucestershire Safeguarding Children Board (GSCB) (www.gscb.org.uk). The Board of Trustees approve this policy on an annual basis. This policy demonstrates the School's commitment and compliance with safeguarding legislation and the Trustees arrangements for ensuring the policy is fully implemented in practice.

PURPOSE

The purpose of the policy is to ensure that safeguarding is everyone's responsibility.

- The welfare of the child is paramount
- All children regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection
- Everyone who works with children has a responsibility to keep them safe (Working Together 2015)
- All staff have an equal responsibility to act on suspicion or disclosure that may suggest a child is at risk of harm, any professional with concerns about a child's welfare should make a referral to the Gloucestershire Safeguarding Children Board (GSCB) (www.gscb.org.uk) and professionals should follow up their concerns if they are not satisfied with the response by using GSCB's Escalation Policy (Working Together 2015)
- Pupils and staff involved in Safeguarding issues receive appropriate support, updates and training outlined in KCSIE September 2018
- Staff adhere to the School's Staff Code of Conduct and understand what to do if a child discloses any allegations against teaching staff, the Head or any member of the Board of Trustees.

⁴ Meets ISSR April 2015 Para 3 (71,72)

- To develop and promote effective working relationships with other agencies, especially the police and social care.
- ⁵To ensure all staff have been recruited safely and a single central record is kept, and that satisfactory Disclosure and Barring Service (DBS) checks are made in accordance with the latest guidance.

We have a safe school with confident staff, confident parent/carers and confident pupils who know how to recognise and report safeguarding concerns.

We will ensure that:

- All Trustees understand and fulfil their responsibilities and discharge KCSIE 2018 requirements ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of this guidance.
- The School is compliant with Part 2: The Management of Safeguarding KCSIE September 2018, by ensuring the specific safeguarding duties for a governing body are implemented.
- The Board of Trustees has a system in place for all staff to have read at least Part 1 of the KCSIE September 2018 statutory guidance and this is now included in all staff induction and whole school training.

The procedures contained in this policy apply to all staff, volunteers, sessional workers, agency staff, contractors or anyone working on behalf of St Edward's Preparatory School.

We fully embrace the KCSIE quotation

“It could happen here” and “thinking the unthinkable”

AWARENESS RAISING

⁶Opportunities exist in PSHE, in ICT (and other areas of the curriculum if appropriate), in assemblies, in the houses and in form groups for pupils to develop an understanding of what constitutes acceptable or unacceptable behaviour on the part of others and to develop their own self-confidence and assertiveness. Staff take opportunities to outline guidance to pupils at all times to keep them safeguarded. It is part of the culture of our School to teach pupils about risk and how to keep themselves safe at all times.

Online Safety

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children are taught from an early age about online safety and how to keep themselves safe during their ICT lessons. At the start of every academic year, the children also complete an

⁵ Meets ISSR April 2015 Para 3 (73)

⁶ Meets ISSR April 2015 Part 2 Serial 106

Acceptable User Document both in School and at Home with their parents which gives emphasis to ways of keeping safe online and outlines the potential dangers. Examples of resources used are www.saferinternet.org.uk, www.disrespectnobody.co.uk and www.thinkuknow.co.uk. We have also invested in outside specialists to provide annual training to pupils, staff and parents on advice of how to adjust behaviours in order to reduce risks, including the safe use of electronic equipment and the internet (see the School's IT and eSafety Policies for further information).

Appropriate filters and monitoring systems are in place at the School (see IT Policy for more details), however, we are careful not to "over block" these restrictions with regards to online teaching and safeguarding.

Looked after Children (LAC)

Any Looked After Child at the School must be treated the same and staff must have the skills, knowledge and understanding necessary to keep them safe. The DSL must receive all the necessary documentation and details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Children with Special Educational Needs and Disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. As a School, we are aware that additional barriers can exist when recognising abuse and neglect in this group of children and these must be highlighted in any relevant policies.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The DSL and SENCOs work closely to ensure that the above factors are taken into account when discussing or dealing with possible safeguarding concerns. Refer to the School's SEND Policy for further information.

Parents and pupils are informed about the School's Safeguarding Policy and about sources of help and advice in St Edward's Preparatory School, including the School's Pastoral Suite as well as Social Services and Early Help, Counselling Services, Private Counselling Services and agencies such as Childline and the NSPCC.

This policy is published in the Parents' Handbook and is available on the external website. St Edward's Preparatory School establishes open and professional communication with parents in which the safety and wellbeing of all pupils is a clear priority.

STAFF RECRUITMENT, EMPLOYMENT AND TRAINING

⁷We believe that the first step to safeguarding all pupils is to appoint staff who share our commitment to their welfare and to screen out unsuitable applicants through rigorous recruitment procedures, in line with the Independent Schools' Inspectorate Regulatory Requirements. We also have regard to current expert advice (e.g., NCTL National College for Teaching and Leadership) on advertising, scrutiny of applications, interviewing, references, personal documentation, DBS checks, etc. The Head, Trustees, members of the LMT and other key staff involved in employing staff are trained in these procedures. All staff provide a read receipt that they have read and understood at least Part 1 of September 2018 KCSIE. Teaching staff and staff working directly with children are also provided with the new Annex A of the KCSIE September 2018 which is designed to elicit key information for those staff who need more detailed safeguarding guidance on areas such as; Child Sexual Exploitation (CSE) and Child Missing from School and Education (CMSE). We take additional steps to check that staff with English as an Additional Language understand the key information.

The DSL receives updated child protection training at least every two years but also receives annual updates from GSCB training and all staff are formally trained in child protection every three years but also receive regular updates in line with advice from GSCB, DSL training or updated legislation. All staff, including peripatetic staff, supply staff and cleaning staff, receive induction training from either the DSL or Head that includes:

- The School's Child Protection (Safeguarding) Policy and GSCB online Safeguarding training
- Channel Online Prevent training
- The Staff Code of Conduct
- The Whistleblowing Policy
- The School's Behaviour Policy
- Children Missing in School and Education Policy (CMSE)
- Meeting the DSL and Deputy DSLs
- Providing a Read Receipt that they have read and understood at least Part 1 of September 2018 KCSIE (see Annex 5 staff induction checklist)

As an ongoing measure Staff are mentored, and regular opportunities are provided to discuss issues and concerns and to offer advice and support in order to provide them with the necessary skills and knowledge to safeguard children effectively.

The DSL will remind staff at the beginning of each Autumn Term of their role to provide a safe environment in which all children can learn and draw attention to the Staff Code of Conduct.

Through updates and meetings, all staff are also made aware of the Early Help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If early help or other support is appropriate, the case should be kept under constant review and

⁷ Meets ISSR April 2015 Part 3 Serial 98

consideration given to a referral to children's social care if the child's situation does not appear to be improving.

⁸Staff have a duty to inform the Head if any new information emerges that relates to 'Disqualification By Association' under the *Childcare (Disqualification) Regulations 2009* and related obligations under the *Childcare Act 2006* in schools. Refresher training will also be provided on a three- yearly basis or more frequently if required by GSCB. The DSL and Deputy DSLs will attend suitable training in child protection including DSL Forums and inter-agency working not longer than every two years. The DSL and members of LMT (Leadership and Management Team) must have suitable Prevent awareness training. The latest higher- level Prevent Training took place on 8th October 2015 which all members of LMT, including the DSL, attended.

All staff have completed online Channel Prevent training which gives them knowledge and confidence to identify children at risk of being drawn into terrorism and to challenge extremist ideas and to know how to refer children for further help.

The Headmaster and nominated trustees will also undergo appropriate child protection training and updates; this will involve refresher training every two years.

Staff are encouraged to pay attention to safeguarding issues in all areas of St Edward's Preparatory School life for instance (but by no means exclusively) risk assessments for trips and planning of staff accommodation on residential trips/external events.

All staff in St Edward's Preparatory School are internally trained in child protection, whether they are teaching or non-teaching, part-time or full-time, ⁹including peripatetic music or specialist one-to-one teachers privately engaged by Parents. Temporary staff or volunteers are also inducted on commencement and trained, and are always made aware of the policies and procedures concerning safeguarding and child protection which includes spotting signs of radicalisation. We seek assurances from third party providers that they have carried out DBS and safer recruitment checks. The Bursar keeps records of undertakings of such training. Staff also sign as 'read and understood' any updates to the safeguarding policy which is also kept on file by the DSL.

All visitors to School must be signed in and wear a visitors badge attached to a school lanyard. Visitors are signed into the Reception. The School, where appropriate, may insist that employees of other organisations visiting or working on the School site have had a DBS check.

Any visitors will be Risk Assessed regarding potential radicalisation before they are allowed to talk/work with the pupils. This will be the responsibility of the member of staff who has booked/invited the visitor (see the School's Visitors' Procedures)

Any workmen/women who are on the site during the school day in term time must be accompanied by a member of staff at all times (see the School's Visitor's Procedures for more

⁸ Meets ISSR April 2015 Para 3 Serial 110

⁹ Meets ISSR April 2015 Para 3 Serial 78

information).

Any concerns about a member of staff's behaviour towards a pupil or pupils will be dealt with under the St Edward's Preparatory School Staff Disciplinary Procedure, having particular regard to expert advice on child protection issues involving staff and to the legal obligation to report any possible offences.

PROCEDURES

Our School procedures for safeguarding children are in line with Gloucestershire's Safeguarding Children Board (GSCB), "Working Together to Safeguard Children" (2015), "Keeping Children Safe in Education" (September 2016) and Prevent Duty (2015). We ensure that:

1. There is a designated member of Trustees who takes responsibility for independent scrutiny and challenge of the school's safeguarding policies and practice. This is currently Dr Susan Honeywill, who can be contacted via the Clerk to the Trustees: on 01242 538900. The nominated Trustee responsible for safeguarding/child protection will meet termly to discuss any CP issues with the DSL and reports to meetings of Trustees, reviewing this policy fully for approval once a year.
2. The Trustees undertake an annual review and compliance check of St Edward's Preparatory School policies and procedures relating to safeguarding and child protection, and of the efficiency with which the related duties have been discharged.
3. Termly meeting between DSL and Safeguarding Trustee.
4. In addition to this independent scrutiny, the school's Leadership & Management Team regularly review whether policy and practice in safeguarding are effective and compliant with current legislation by having compliance with regulations as a standing item on every weekly LMT meeting.
5. The LMT also have 'safeguarding concerns' as a standing item on all LMT meetings. All staff have read Part One of the statutory guidance from the Department for Education: *Keeping Children Safe in Education (September 2016)*: information for all school staff. All members of the leadership and management team are aware of their responsibility to act as role models for staff and pupils in all areas of St Edward's Preparatory School life but particularly about safeguarding.
6. The designated person responsible for child protection matters is Miss Sarah Tow (Assistant Head, Behaviour and Pastoral). She has appropriate training in child protection issues; ¹⁰all concerns should be passed to her in the first instance. In her absence, suspected cases of abuse should be passed to the Deputy DSLs who also have appropriate training. However, staff are aware that anyone can make a referral to

¹⁰ Meets ISSR April 2015 Part 3 Serial 99

social care and staff training emphasises the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

7. All permanent and temporary members of staff (both full and part time) and designated Trustees have received detailed instructions in how to respond to a pupil who discloses abuse, and the procedure to be followed in appropriately sharing a concern of possible abuse or a disclosure of abuse. In particular all staff, Trustees and volunteers will be told: (i) the signs of possible abuse (II) that confidentiality cannot be promised to a pupil giving evidence (III) the need to avoid asking leading questions (IV) guidance to ensure that their behaviour and actions do not place themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil).
8. All parents/carers are made aware of the school's responsibilities in regard to child protection procedures through publication of the school's Safeguarding & Child Protection Policy on the school website. A paper copy will be sent on request.
9. We are aware that it is a criminal offence to allow a person barred from working with children to work at St Edward's Preparatory School. Our Safer Recruitment Policy sets out our procedures for carrying out checks on staff suitability, including DBS checks as recommended by the Local Authority and Independent Schools Standards Regulations, the DFE's 'Keeping Children Safe in Education' guidance, and in accordance with current legislation.
10. All staff are informed that all records are to be kept indefinitely. All records and personal files of staff who have left the school will be kept indefinitely. If the School is contacted by a former pupil with allegations about non-recent abuse, they should be referred to the Truth Project arm of the Independent Inquiry into Child Sexual Abuse for all cases of CSE, and the LADO must be informed about any historical safeguarding concerns.
11. The name, photo and contact details of the Designated Safeguarding Leads are clearly shown in the staff rooms, and high visibility areas in St Edward's Preparatory School
12. The high importance of safeguarding and child protection requires immediate attention to be given to any deficiencies or weaknesses identified in our school procedures. We will always upgrade these or remedy them without delay. Our procedures will be reviewed and updated annually as part of *School Evaluation Week* (Annual School Wide Self-Evaluation Process)
13. The Headmaster should be made aware of all allegations against members of staff when they are reported including if the person suspected of abuse is the "designated person" (i.e. the DSL); If the person suspected of abuse is the Headmaster, the Chairman of St Edward's Preparatory School Trustees should be informed. In either case, the person suspected of abuse would **NOT** be notified that suspected abuse had been reported.

14. The safety of the child is paramount, and if a member of staff were ever to feel that their reported concerns had not been taken sufficiently seriously, they should contact Social Services directly. In line with the St Edward's Preparatory School policy on whistleblowing, any member of staff taking such action would not be penalised.
15. St Edward's Preparatory School obtains assurance that child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site. The Local Safeguarding Children Board (GSCB) establishes the procedures to be followed if concerns are raised about a child; St Edward's Preparatory School will follow these procedures. We will work closely with Social Care and the Police as required, for example by attending case conferences, and will keep appropriate, confidential and secure records of any concerns, even if a referral is not necessary. If a pupil on the Child Protection Register is absent for more than two days or leaves the school, his/her social worker will be informed by the DSL. If any pupil under the age for compulsory school attendance (Kindergarten) leaves St Edward's Preparatory School, this will be reported to the relevant local authority, along with his/her destination if known.
16. Staff will be informed about individual Child Protection issues on a need-to-know basis. We will endeavour to achieve the best balance between the desire for confidentiality on the part of the child and the need to give members of staff sufficient information for them to fulfil their role responsibly.
17. Every effort will be made to support any children who are known to have experienced abuse of any kind. In everyday school life, we will seek to provide a stable, secure and consistent environment and to create opportunities to build a sense of self-worth; we will also find external professional help if appropriate. We recognise that children who have suffered abuse may display challenging or withdrawn behaviour. While making it clear that some behaviour is unacceptable, we will also ensure that the pupil knows he or she is valued and not blamed for any abuse that has occurred.

EYFS

The safety and well-being of all our pupils at St Edward's Preparatory School, from the Early Years Foundation Stage through to Year 6, is our highest priority. Details of all those entitled to collect children from the EYFS setting are kept on record and children will only be released to those on file. If parents or designated persons are unable to collect a child for any reason, the individual arranged to collect the child is given a password that must be repeated before the child is released. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads liaise with the local statutory agencies: Gloucestershire Safeguarding Children Board (GSCB).

- They both ensure that staff in the EYFS, are aware that their mobile digital devices are to be kept in the EYFS offices and are not to be used except for when the member of staff is on a break.
- No photographs are to be taken using staff personal cameras or personal mobile

devices. More details on this can be found in the School's E-Safety Policy .

- They inform Ofsted as soon as reasonably practicable, but at least within 14 days, of any allegations of serious harm or abuse by any person living, working, or looking after children at St Edward's Preparatory School (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. (Ofsted: Telephone 0300 123 1231

RESPONSIBILITIES OF ALL STAFF

We understand that our responsibility to safeguard children requires that we all appropriately share any concerns that we may have about children. In this regard, every member of staff shares this responsibility collectively and that anyone can report a concern.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in this policy, on the School's VLE (Virtual Learning Environment) or available on the designated Safeguarding Boards around School. Staff may be required to support social workers and other agencies following any referral.

All school staff are prepared to identify children who may benefit from Early Help, help to complete any assessment details and liaise with multi- agencies. In the first instance staff should discuss Early Help requirements with the DSL.

RESPONSIBILITIES OF THE DSL

1. Referring a child, if there are concerns about a child's welfare, possible abuse or neglect to Children's Social Care as soon as is reasonably practical (within 24 hours). This may take place without informing parents/guardians where appropriate.
2. Referring all cases of suspected abuse to the LADO, Jane Bee, for child protection concerns.
3. ¹¹Promptly reporting to the DBS any person (whether employed, contracted or student) whose services are no longer used for regulated activity because they pose a risk of harm to children.
4. Ensuring that all records are kept confidentially, securely and separate from pupil records.
5. Acting as a focal point for staff concerns and liaising with other agencies and professionals including acting as a source of support, advice and expertise to staff on matters of safety, and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

¹¹ Meets ISSR April 2015 Part 3 Serial 87

6. Ensuring that either they or another appropriately informed member of staff attends case conferences, family support meetings, core groups, or other multi-agency planning meetings, contributes to the Framework for Assessments process or Early Help Assessment and provides a report which has been shared with parents.
7. Ensuring that any absence of two days, without satisfactory explanation, of a pupil currently on the Child Protection Register, is referred to their Education Welfare Officer and/or Social Worker.
8. Liaising with appropriate agencies especially ongoing enquiries under Section 47 of the Children Act 1989 and Police investigations
9. Ensuring that all school staff are aware of the School's Safeguarding Policy and Procedures and know how to recognise and refer any concerns.
10. Ensuring there is availability for staff to discuss safeguarding concerns during school hours and that there are adequate and appropriate cover arrangements in place for any out of hours/term activities which are known to all staff. Relevant contact numbers of DSLs, The Head and The Chair of Trustees are posted on the School's VLE for holiday/out of hour's concerns. These same numbers are also included in any Risk Assessment Pack compiled for school trips.
11. If Early Help is appropriate, support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
12. Ensuring that the Safeguarding Policy is reviewed annually, and the procedures and implementation are updated and regularly reviewed, and work with the governing body regarding this.
13. Ensuring that the Safeguarding Policy is available publicly, and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
14. Ensuring that the school links with the Gloucestershire Safeguarding Children's Board (GSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
15. Supporting the on-line GSCB Safeguarding training for all new staff, supply staff, volunteers and peripatetic staff.
16. Ensuring that when children leave the school that their child protection file is copied for any new school as soon as possible but transferred separately and securely from the main pupil file.
17. Taking responsibility, along with other members of the Leadership and Management Team, for the Child Missing in School and Education Policy (CMSE) which deals with children going missing from St Edward's Preparatory School or leave without notice.
18. The Designated Safeguarding Lead will usually decide whether to make a referral to Children's Social Care, ¹²but any member of staff can refer their concerns directly to

¹² Meets ISSR Para 3 (77)

social care but staff that do so are also asked to pass on their concerns to the DSL.

19. The designated safeguarding member of Trustees gives an annual update to Trustees. In addition, each term, the DSL will report any current child protection issues to the designated safeguarding member of Trustees. The designated safeguarding member of Trustees carries out a safeguarding compliance check every term (this includes discussions with pupils and staff as well as updates and checks with the DSL)
20. To be the SPOC (Single Point Of Contact) in the case of a **Prevent** concern relating to radicalisation or potential involvement in terrorism.
21. To inform the local **Prevent Lead** (LADO: Jane Bee at GSCB) of any concerns relating to radicalisation or extremism. (Or call 101 if Prevent Lead is not available).
22. To refer any terrorism concerns to the CHANNEL programme via the Police on 101. (LADO, Jane Bee at GSCB must also be informed).
23. The DSL keeps up to date with knowledge to enable her to fulfil her role, including attending relevant training, at least every two years, provided by the Gloucestershire's Safeguarding Children Board, the Safeguarding in Education Team or a similar provider as well as receiving and disseminating regular (at least every year) safeguarding updates.
24. The DSL carries out all staff inductions which includes awareness of systems within the School which support safeguarding. The new member of staff is given copies of the School's Safeguarding Policy, Behaviour Policy, Children Missing in Education (CMSE) Policy, the role of the DSL, The School's Staff Code of Conduct and a copy of Part 1 of the latest KCSIE (September 2018). See Annex 5 for staff induction checklist.

We recognise that children cannot be expected to raise concerns in an environment where members of staff fail to do so. All staff should be aware of their duty to raise concerns about the attitude or actions of colleagues. Any staff member can refer their concerns to Children's Social Care directly. Our child protection training gives advice on how our staff can establish a safe working environment for children, hence reducing the risk of staff being falsely accused of unprofessional conduct, which may have a bearing on child protection.¹³We are also aware of the differentiation between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches. Although decisions to seek support for a child in

¹³ Meets ISSR April 2015 Para 3 (79)

need would normally be taken in consultation with parents and pupils, their consent is **NOT** required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

MANAGING RISKS OF SELF-HARM

Safeguarding children may mean protecting them from self-inflicted harm. A pupil who self-harms may not be at serious risk but will still need support. However, it is important that those caring for the pupil be aware of dark thoughts, depression, anxiety and any self-harm or suicidal thoughts, in order to provide proper support, monitoring and protection. Accordingly, any member of staff who becomes aware that a pupil is harming him/herself or is thinking of doing so should inform the DSLs. They will then determine what, if any, further action should be taken.

MISSING CHILD PROCEDURES

A pupil who has been registered as present but is absent from a lesson activity without explanation is deemed to be a missing pupil. The Missing Child (Pupil) Procedure is followed, and this is outlined in the School's separate Child Missing in School and Education (CMSE) Policy.

ACTION TO BE TAKEN BY STAFF WHERE ABUSE IS SUSPECTED

Possible indicators of abuse are covered in initial child protection training and re-visited during subsequent refresher sessions (also see Annex 1).

There are five main categories of abuse: physical (including Honour Based Violence (HBV)), sexual (including Female Genital Mutilation (FGM) and Child Sexual Exploitation (CSE)), emotional abuse, neglect and radicalisation. Staff are 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.

All of these can happen at home, online, at school, or elsewhere (contextual safeguarding), inflicted by adult on child or by child on child (Peer on Peer Abuse).

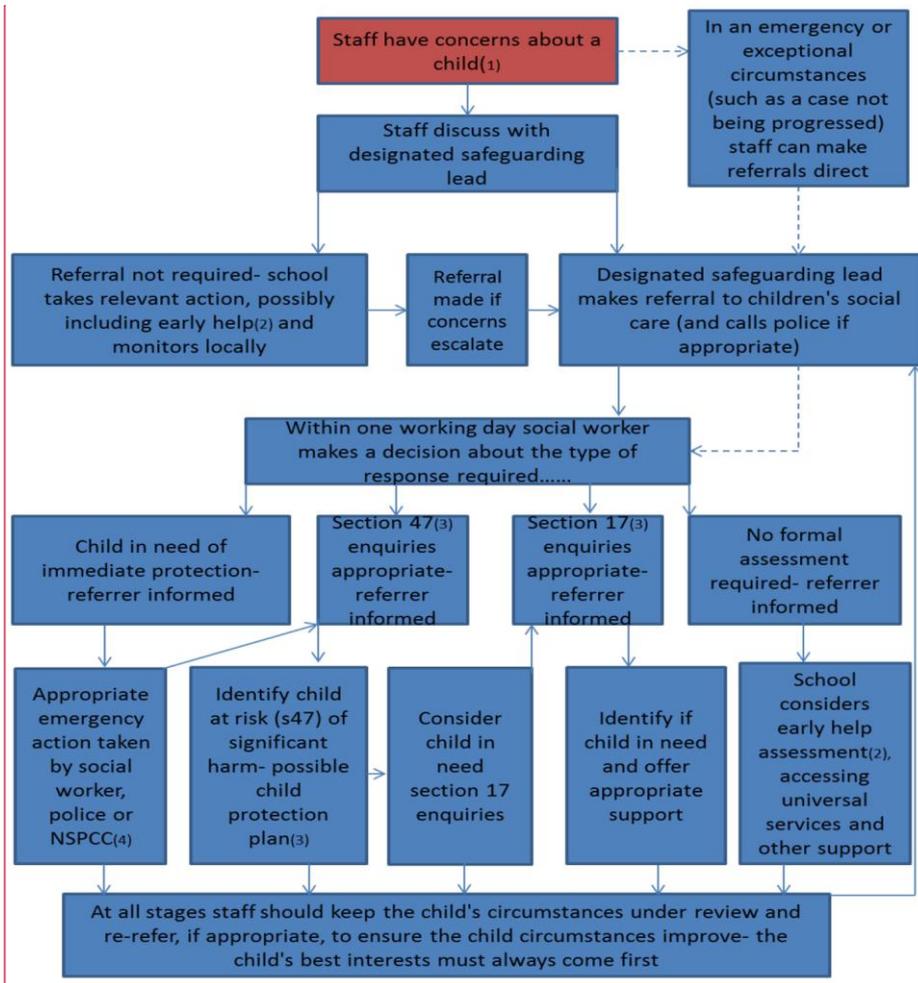
Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school.. All staff, but especially the designated safeguarding lead (or deputies) should consider the context within which such incidents and/or behaviours occur. The assessment of a child should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so staff making the referral should provide as much information as possible during the process. This will allow any assessment to consider all the available evidence and the full context of any abuse

The signs and indicators of abuse or neglect are detailed in Annex 1. In addition, Annex A of KCSIE September 2018 contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children must read this Annex.

“Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children”. (KCSIE, September 2018)

FLOWCHART OF ACTION
to be taken by staff of St Edward's Preparatory School if they suspect a child has suffered harm or is likely to suffer harm



Commented [m1]: Change first box to read:

If any member of staff suspects that a pupil has been abused, the circumstances should be reported, in writing or orally with a follow-up written report, to the DSL, who is the “designated person”, immediately. Allegations of abuse must also be reported. The DSL will follow the guidelines published by the Gloucestershire Safeguarding Children Board on their website but is duty bound to report cases of suspected abuse or disclosures of abuse within 24 hours. The Headmaster and Nominated Trustee will also be informed. Staff are aware that anyone can make

a referral to Social Care but the School's best practice suggests that they also inform the School's DSL.

Cases of suspected abuse involving a member of staff will be referred to the Local Area Designated Officer (LADO) i.e., Jane Bee (01452) 426994 or Nigel Hatten (01452) 425017. Otherwise, cases of suspected abuse will be referred to Social Care, usually by the DSL. In any case where there has been serious harm or the allegation of serious harm, the Police will be informed from the outset.

In borderline cases, the DSL or other designated person considering the suspected abuse will refer the allegation or suspicion to the authorities for advice, rather than making the decision themselves.

If a pupil confides in a trusted member of staff that she has been abused, she should be allowed to talk without any suggestion that the judgement is being passed. She should not be questioned in any depth as this could compromise a subsequent investigation by specially trained Social Workers or Police. Staff should not promise unconditional confidentiality as it may be necessary to involve these other agencies but the pupil should be reassured that any information passed on will be on a "need-to-know" basis for his/her own welfare. Members of staff should make written notes immediately after a talk with a pupil in which abuse has been alleged, and sign and date these notes before logging them to the secure CPOMS system for sight by the DSL only. These confidential notes should be retained by the member of staff involved and a copy passed to the DSL. They could be needed for reference should the case go further.

Any pupil alleged to have abused another may be asked to return home or to parents/guardians pending an investigation. The arrangements for this will depend upon the circumstances of the individual in question at the time of the investigation. Disciplinary measures may be taken even if there is insufficient evidence for a prosecution.

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 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

ALLEGATIONS OF ABUSE AGAINST A MEMBER OF STAFF

Where a member of staff is suspected of abuse, St Edward's Preparatory School owes a duty of care both to the alleged victim and the employee, and must handle any allegation of abuse in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

Allegations that a member of staff or a volunteer has abused a pupil or pupils either inside the school premises or during a school trip, or visit could be made by:

- parents
- the abused pupil
- other members of staff

- other pupils
- the Police or Social Services
- a third party

We understand that a pupil may make an allegation of abuse against a member of staff or volunteer. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster straight away. ¹⁴The Headmaster (or in his absence the Nominated Safeguarding Trustee or the Chair of Trustees) shall discuss the allegations against the staff member with the LADO, Jane Bee (01452 426994): (WITHOUT DELAY) and also inform the DSL, unless the DSL is the focus of the allegation. The LADO will follow the procedure as laid down in 'Working Together, 2015' and advise the school accordingly.

If the allegation made concerns the Headmaster, the person receiving the allegation would immediately inform the Chairman of Trustees who will consult as above, without notifying the Headmaster first.

If parents do not already know of an allegation, they will be told as soon as possible. However, where outside agencies such as Police or Social Services are involved, disclosure will only be made when and to the extent indicated by those agencies. Parents will be kept informed of the progress of the case and the outcome (but not the content) of any disciplinary proceedings. Parents will need to be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002. If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

St Edward's Preparatory School has a statutory duty to make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. There are reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation).

A member of staff may be suspended from duty while a proper investigation is carried out, but St Edward's Preparatory School is required to suspend only as a last resort and all options to avoid suspension must be considered before taking that step. Alternative measures (e.g., redeployment, or providing an assistant to accompany the member of staff) may provide the same result as suspension and should be implemented wherever possible. Disciplinary measures may be taken even if there is insufficient evidence for a prosecution. All unnecessary delays will be eradicated in dealing with allegations against staff.

¹⁵Where a person leaves the employment of St Edward's Preparatory School, or ceases to offer services to St Edward's Preparatory School, after an allegation of abuse is substantiated, the DSL will consult with the LADO as to whether to refer the case to the Disclosure and Barring

¹⁴ Meets ISSR Part 3 Serial 83,84

¹⁵ Meets ISSR April 2015 Part 3 Serial 89

Service (DBS) and to the (NCTL).

Where St Edward's Preparatory School terminates the employment of a person because of conduct that harmed (or is likely to harm) a child, or because that person otherwise poses a risk of harm to a child, the Headmaster will inform the DBS within one month. The Headmaster will also do this if the person chooses to cease relevant work in circumstances where they would have been removed had they not done so.

If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against the pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

If abuse is alleged or occurs, the normal channel of communication is through the DSL to the relevant Social Services Departments. The Children Act 1989 and 2004 requires an additional channel for serious complaints or concerns should the normal channel be blocked. Concerns or allegations about St Edward's Preparatory School practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm can also be referred directly to Gloucestershire Children and Young Person's referral team, (01452) 426565. Parents, staff and children can talk to OFSTED, GSCB, or Childline.

OTHER POLICIES AND PRACTICES

This policy and the Annexes should be considered in conjunction with the policies already referred to in this document and the following additional policies:

- Anti-Bullying Policy,
- Anti-Racist Policy,
- Equal Opportunities Policy,
- Behaviour Policy,
- eSafety Policy,
- Health & Safety Policy,
- First Aid and Medication Policy,
- Off-Site Visits Policy (OSV),
- Visitor's Policy
- Child Missing in School and Education Practices (CMSE),
- Extended Clubs Procedures,
- Admissions Policy,

- Acceptable User Policy (AUP),
- PSHE/PSED Policy,
- Intimate Care Policy (EYFS)
- Safer Recruitment Policy
- SEND Policy
- Staff Code of Conduct (Annex 2)
- Visitors' Procedures (Annex 4)
- Whistleblowing Policy

ANNEX 1 – TYPES OF ABUSE OR NEGLECT (including Peer on Peer Abuse and Radicalisation)

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. They may be abused by an adult or adults or another child or children (Peer on Peer abuse). 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.

Indicators of Abuse

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.

Specific indicators may include:

- injuries that are not consistent with the explanation offered
- injuries not consistent with the child's age and development
- repeated injuries over a period
- runaway attempts and fear of going home
- stilted conversation, vacant stares or no attempt to seek comfort when hurt
- describes self as bad and deserving to be punished
- cannot recall how injuries occurred or offers an inconsistent explanation
- wary of adults or reluctant to go home
- often absent from school
- may flinch if touched unexpectedly
- extremely aggressive or withdrawn
- displays indiscriminate affection-seeking behaviour
- abusive behaviour and language in play
- overly compliant and/or eager to please
- poor sleeping patterns, fear of the dark, frequent nightmares
- sad, cries frequently
- depression
- poor memory and concentration

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.

Specific indicators include:

- unattended medical and dental needs
- consistent lack of supervision
- consistent hunger
- nutritional deficiencies
- inappropriate dress for weather conditions
- poor hygiene
- persistent (untreated) conditions (e.g. head lice or other skin disorders)
- developmental delays (e.g. language, weight)
- irregular or nonattendance at school
- demands constant attention and affection
- lack of parental participation and interest
- regularly displays fatigue or listlessness, falls asleep in class
- frequently absent or late
- lacks trust in others, unpredictable

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.

Specific indicators include:

- bedwetting and/or diarrhea
- frequent psychosomatic complaints, headaches, nausea, abdominal pains
- mental or emotional development lags
- behaviours inappropriate for age
- fear of failure, overly high standards, reluctance to play
- fears consequences of actions, often leading to lying
- extreme withdrawal or aggressiveness, mood swings
- overly compliant, too well-mannered
- excessive neatness and cleanliness
- extreme attention-seeking behaviours
- poor peer relationships
- severe depression, may be suicidal

- runaway attempts
- violence is a subject for art or writing
- complains of social isolation

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

Specific indicators may include:

- forbidden contact with other children
- fatigue due to sleep disturbances
- sudden weight change
- cuts or sores made by the child on the arm (self-mutilation)
- recurring physical ailments
- difficulty in walking or sitting
- unusual or excessive itching in the genital or anal area due to infection(s)
- torn, stained or bloody underwear
- injuries to the mouth, genital or anal areas (e.g. bruising, swelling, sores, infection)
- sudden lack of interest in friends or activities
- fearful or startled response to touching
- overwhelming interest in sexual activities
- hostility toward authority figures
- need for constant companionship
- regressive communication patterns (e.g. speaking childishly)
- academic difficulties or performance suddenly deteriorates
- truancy and/or running away from home
- any indications that pupils may be at risk of Female Genital Mutilation (FGM) or any form of Child Sexual Exploitation including long periods away from school
- wears provocative clothing or wears layers of clothing to hide bruises

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology.

Specific indicators may include:

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

FGM

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

A girl who has had FGM may;

- Have difficulty walking, sitting or standing
- Spend longer than normal in the bathroom or toilet
- Have unusual behaviour after an absence from school
- Be particularly reluctant to undergo normal medical examinations
- Ask for help, but may not be explicit about the problem due to embarrassment or fear
-

In the case of FGM, and in accordance with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act (2015,)) teachers **must** report to the police known cases of FGM or cases where they discover (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out. Those failing to report such cases will face disciplinary sanctions. Unless the teacher has a good reason not to, they should still consider and discuss such a case with the School's DSL and involve children's social care as appropriate.

All staff **MUST** carry out online FGM training as part of their induction and copies of their certificate are given to the DSL. The DSL also keeps a record of this training.

Other Specific Forms of Abuse and Safeguarding issues

Running away or Child Missing from Education

All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Refer to the School's Child Missing in School and Education Policy (CMSE) for procedures to follow.

Children and the Court System

Staff are aware of the children under their care which may be required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Relevant government support guidance 'Young witness booklet for 5 to 11 year olds (2017)' and 'Get help with child arrangements' following separation is available on the School's Safeguarding tab on the VLE for staff and on the parent portal to use as and when appropriate.

Children with family members in prison

Staff are aware that these children are more at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Further information and guidance for staff and families can be found on the School's Safeguarding tab on the VLE or parent portal.

Child Criminal Exploitation: county lines

Staff are aware that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. If staff suspect a child under their care is being used for criminal exploitation they must advise the DSL who will follow local guidance from GSCB and or the Police.

Domestic Abuse

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. It is important that staff are aware of how to be vigilant to signs and how to offer support. Children who witness domestic abuse may:

- become aggressive
- display anti-social behaviour
- suffer from depression or anxiety
- not do as well at school – due to difficulties at home or disruption of moving to and from refuges

More advice and support is available on the School's Safeguarding tab on the VLE or on the parent portal. If you are worried a child is affected by domestic violence you can also contact the NSPCC helpline on 0808 800 5000 for advice and support.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL must be aware of the necessary contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff must inform the DSL of any housing concerns of children in their care.

Honour Based Violence (HBV)

Honour based violence is a violent crime or incident which may have been committed to protect or defend the honour of the family or community.

It is often linked to family members or acquaintances who mistakenly believe someone has brought shame to their family or community by doing something that is not in keeping with the traditional beliefs of their culture. For example, honour based violence might be committed against people who:

- become involved with a boyfriend or girlfriend from a different culture or religion
- want to get out of an arranged marriage
- want to get out of a forced marriage
- wear clothes or take part in activities that might not be considered traditional within a particular culture

What types of honour based crime are there?

The term 'honour based crime' covers any criminal offence that is driven by a mistaken desire to protect the cultural or traditional beliefs of a family or community. **It may or may not involve violence.** It can include:

- personal attacks of any kind, including physical (such as breast ironing) and sexual violence
- forced marriage
- forced repatriation (sending someone back to a country from which they originate without their consent)
- written or verbal threats or insults
- threatening or abusive phone calls, emails and instant messages

Honour based violence isn't right and certainly isn't legal. It is particularly under-reported, as often victims are too scared, shocked or tied by family or community loyalties to speak out. Any member of staff who feels that any type of Honour Based Violence has taken place to a child at the School, both the School's DSL and the Police must be notified. The DSL will also notify the LADO.

Peer on Peer Abuse

Staff must recognise that children are capable of abusing their peers and that safeguarding issues can manifest themselves via peer on peer abuse. There are different forms of peer on peer abuse and it should never be passed off as 'banter' or 'part of growing up'.

This is most likely to include, but not limited to:

- bullying (including cyber bullying where the abuse can take place wholly online, or technology may be used to facilitate offline abuse),
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- gender based violence/sexual assaults and harassment,
- initiation/hazing type violence and rituals
- sexting (Also known as youth produced sexual imagery)

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

A difficult part of **peer sexual abuse** is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers. Children who are victims of abuse have **three** times as many sexual behaviour problems as other children:

- The child may have been emotionally, physically, or sexually abused themselves.
- The child may have witnessed physical or emotional violence.
- The child may have viewed sexually explicit movies, video games or other materials.
- The child may have just acted impulsively without meaning to harm anyone.

Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.

Sexting

Sexting (also known as youth produced sexual imagery) is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone; whatever their age, gender or sexual preference.

Taking, possessing or sharing a sexually explicit picture or video of someone under 18 is against the law. It doesn't matter if they gave you permission, someone else sent it to you, you've never met them before, you are under 18 too or it's a selfie. You and anyone else involved could be investigated by the police.

Sextortion

Sextortion is a type of exploitation that involves coercion to extort sexual images/favours from the victim

Child Exploitation Online Protection Centre (CEOP) has recently updated their sexting guidance and must be read by all staff.

Preventing Peer on Peer abuse

It is not enough to respond to incidents as they arise: St Edward's Preparatory School strives to create an environment that actively discourages abuse and challenges the attitudes which underlie it. Predominately, this is carried out through our new and thorough GSCB PinK (People in the Know) PSHEE Curriculum which covers all aspects of safeguarding with the pupils. Our weekly Ethos assemblies also reflect how we should behave and treat others and staff also consider the effect their behaviour has on the children who may view them as role models. Outside agencies are also invited in to School to deliver comprehensible age appropriate talks relating to such issues which include how to deal with abusive behaviours.

Staff must be extra vigilant around school and identify 'Blind Spots' where children can be alone together such as; tents or play structures and supervise them closely. Staff must also pay attention to children sneaking off to be alone together or trying to find secluded spaces. If you notice a pattern between certain children, take steps to supervise and separate them if needed. Watch for children switching clothes or with their clothes on backwards. Field trips also require extra caution, since you cannot control much of the environment. Increased supervision is carried out during these times.

What to do if you feel a child is a victim of Peer on Peer abuse?

Any member of staff who feels that a young person has abused another child or young person should notify both the School's DSL and Children's Social Care without delay. Social Care will arrange a **Strategy Discussion** which will include the referring agency, the police and the **Youth Offending Service**. Where the alleged abuse is sexual in nature it may be helpful to consult the sexually harmful behaviour team at this stage.

The strategy discussion will consider:

- Whether the alleged perpetrator seems to pose a continuing risk to any child
- How to protect any child who appears to be at immediate risk of significant harm
- Whether **Section 47 Enquiries** should be initiated (or continued if they have already begun) and how they should be handled
- What action should be taken in respect of the alleged perpetrator, for example arranging a risk management meeting

Radicalisation

The School seeks to protect children and young people against the messages of all violent extremism.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of

extreme views may also make children and young people vulnerable to future manipulation and exploitation. The School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is, '*Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.*' (The Prevent Strategy, June 2015)

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.

Indicators of Vulnerability to Radicalisation include:

- Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the 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 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 – 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;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

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. 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

- Significant changes to appearance and/or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Support and documentation: CTSA 2015 (Counter-Terrorism and Security Act), Prevent Duty 2015 (DFE), 'Protecting Children at Risk of Radicalisation', The CHANNEL programme (support if concerned that a pupil may be vulnerable to radicalisation).

IT Policies: The School must make sure that the pupils are safe from terrorist and extremist propaganda material when accessing the Internet at school. Suitable filters must be in place.

Response to concerns of radicalisation

The School must have a Prevent Single Point of Contact (SPOC) who is the lead within the School for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for St Edward's Prep School is Sarah Tow (DSL and Assistant Head). When a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

Roles and responsibilities of the Single Point of Contact (SPOC)

The SPOC for the School is Sarah Tow (Assistant Head) who is responsible for:

- Ensuring that staff of the school are aware of who is the School's SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the School in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the School's RE and PSHEE Curriculum Policies (including assembly procedures) to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs. Through the curriculum and PSHEE, children will be helped to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the Internet. They will be taught to understand the risk posed by adults or young people, who use the Internet and social media to bully, groom, abuse or radicalise other people (see eSafety, RE and PSHEE Policies). Resources for teachers include www.saferinternet.org.uk.
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism

- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable pupils;
- Attending meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions and liaising with relevant agencies
- Sharing any relevant additional information to staff and/or other agencies in a timely manner

ANNEX 2 -



St Edward's

CHELtenham

PERSONAL AND PROFESSIONAL CODE OF CONDUCT FOR MEMBERS OF STAFF

Last Update September 2018

At St Edward's all staff (teaching and non-teaching) are expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct. The list is not exhaustive, and staff are expected to exercise their professional judgement and common sense.

Staff must have proper and professional regard for the religious ethos, policies and practices of the School. All members of staff must uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside School, particularly by adhering to the following:

1. Treating pupils, colleagues and parents with dignity, building relationships rooted in mutual respect and, at all times, observing proper boundaries appropriate to a member of staff's professional position;
2. Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions including KCSIE September 2018 Part one (available on the Dashboard);
3. Showing tolerance of and respect for the rights of others;
4. Actively promoting fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
5. Ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law;
6. Ensuring that they never actively encourage pupils to support particular political viewpoints, and that any teaching of political issues through the curriculum provides pupils with a balanced presentation of opposing views;
7. Ensuring that they never encourage or justify terrorism and radicalisation;
8. Members of staff should be aware that it is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual;
9. Members of staff must avoid entering into a sexual relationship with an ex-pupil of the School under the age of 21 years;
10. It is important that staff do not leave themselves at risk of harm or of allegations of harm to a pupil. Whilst recognising that St. Edward's School provides a wide range of activities at various times of the day, and in various venues, staff must be mindful of managing that risk. Examples of situations where this may be more relevant might include;

- a. One-to-one tuition
- b. Sports coaching
- c. Conveying pupils by car
- d. Electronic communication, e.g. texts and email

Examples of actions that staff must take to minimize such risk might include;

- e. Informing colleagues of their whereabouts and situation
- f. Minimising time spent one-to-one with a student
- g. Asking colleagues to 'check in' on them occasionally
- h. Keeping doors open
- i. Checking that emails/texts cannot be misconstrued

11. Staff must only use school email accounts when communicating with pupils or parents about school matters. The pupil's school email account must always be used;
12. Staff must only text pupils from a school mobile phone;
13. Staff must not have pupils as friends on Social Media and any electronic communication must be in accordance with the School E-Safety Policy and Acceptable Use Policy;
14. Photographs of pupils should only be taken when they are involved in school activities and only using a school camera or school electronic device and **never** on a private camera/device;
15. There should be no physical contact between a member of staff and a pupil unless it forms part of the teaching or coaching and agreed by the pupil in advance;
16. Any meeting between a member of staff and a pupil outside of School should be scheduled and documented with parental notification. Home visits (if absolutely necessary) should only be conducted with full approval of SMT and parents and the parent must be present for the duration of the meeting;
17. A member of staff should never restrain a pupil unless they are in danger of harming themselves or others;
18. Members of staff must maintain high standards in their own attendance and punctuality;
19. All staff are expected to be dressed in a professional/business-like manner as befits the School ethos and environment and appropriate to their role;
20. Staff should not convey a single pupil by car (2 or more may be allowed with approval from the DSL)
21. Should a member of staff receive a gift or offer of hospitality whether accepted or not of value in excess of £25 it must be recorded in the gifts/hospitality book in the School Office;
22. Personal gifts to pupils should never be made;
23. Staff have a duty to raise any concerns regarding the conduct of other members of staff in accordance with the Whistleblowing Policy;
24. Staff must be aware of and adhere to GDPR rules;
25. Teachers must have an understanding of, and always act within, the statutory frameworks, which set out their professional duties and responsibilities.

I have read and understood the above **PERSONAL AND PROFESSIONAL CODE OF CONDUCT FOR MEMBERS OF STAFF**

Name: _____

Date:

Signed: _____

ANNEX 3 -¹⁶BRIEFING DOCUMENT FOR STAFF ON ABUSE

Information Sheet for Staff

All teaching and support staff should be aware of the basic procedures to be followed should a situation arise in which a St Edward's Preparatory School pupil wished to confide in them. Please read the following carefully.

The Categories of Significant Harm

- **Neglect** - Failure to meet a child's basic physical/psychological needs, including food, shelter, clothing, emotional support, medical care and a protective environment safe from physical harm.
- **Physical Abuse (including HBV)**- This includes hitting or shaking a child, or grabbing a child by an article of clothing.
- **Sexual Abuse (including CSE and FGM)** - This includes physical contact, making children look at pornography or encouraging children to behave in sexually inappropriate ways.
- **Emotional Abuse (including cyberbullying)** - Persistent ill-treatment of a child, which may involve conveying that the child is worthless, unloved, or inadequate. It may also involve the imposition of inappropriate expectations.

Peer on Peer Abuse - If one child or young person causes harm to another when there is a large difference in power (for example age, size, ability, development) between the young people concerned; or the perpetrator has repeatedly tried to harm one or more other children; or there are concerns about the intention of the alleged perpetrator.

- **Radicalisation** - Encourage, justify or glorify terrorist acts upon a child. Vocally or actively oppose children to fundamental British values, including democracy, the rule of the law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

What to do when a pupil wants to tell you about something that has happened

- Listen very carefully.
- Do not promise confidentiality.
- Ask 'open' questions like, 'tell me what has happened,' and avoid any leading questions like, did s/he do *!??**!
- Make written notes as soon as possible, quoting the child's words and noting anything that you have said.

¹⁶ Meets ISST April 2015 para 3 (80)

- Do not take it upon yourself to *investigate* what the pupil has told you.
- Do not tell the person about whom the pupil has complained

If you think a child is at risk contact the Designated Safeguarding Lead immediately.

ANNEX 4 – VISITORS' PROCEDURES

St Edward's Preparatory School assures all visitors of a friendly and professional welcome. The school has a legal duty of care for the health, safety, security and wellbeing of all pupils, including protecting them from being drawn into terrorism through the Prevent Strategy.

All visitors must:

- Report to the main or front office once they arrive on site
- Show identification (unless on the approved visitor list)
- Sign the visitors book
- Wear an identification badge
- Be escorted at all times

Visiting speakers must comply with the following procedures:

- Information on the speaker or institution must be provided in advance. This must align with the Catholic ethos of the school and to British values, taking the Prevent Strategy into account.
- Whenever possible, a notice period of one month should be given prior to the speaker's visit to school with the presentation content of the talk being provided in advance
- Staff will be present at any presentation to ensure that a talk/workshop is aligned with the catholic ethos of the school and to British values and takes the Prevent Strategy into account.

So that this can be facilitated, standard operating procedure at St Edward's Preparatory School will be:

1. **1 month prior to visit:** An initial meeting is convened with the speaker to discuss the content and context of the talk. Ideally this will be face to face. At this time the speaker receives a statement of our ethos and values and returns a read receipt to acknowledge they have understanding.
2. **2 weeks prior to visit:** A copy of the planned presentation is delivered to Senior Management Team by the Teacher lead and questions are returned to the visiting speaker
3. **1 week prior to visit:** Questions from LMT are returned. Visit is approved
4. **Assembly / presentation take place** – staff are present at the presentation
5. **1 week after visit:** Talk is reviewed by LMT.