



## Safeguarding Children Policy

**This policy is applicable to all pupils, including those in the EYFS.**

Safeguarding is defined as:

1. Protecting children from maltreatment; preventing impairment of children's health or development;
2. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
3. Taking action to enable all children to have the best outcomes.

Kirkstone House School follows procedures and advice from both the Lincolnshire Safeguarding Children Board and Peterborough Safeguarding Children Board dependent on where children live.

Kirkstone House School recognises its legal duty under the Education Act 2002 and the 1989 and 2004 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all children. We recognize that it is our duty to consider at all times the best interests of the child and to take action to ensure that all children have the best outcomes.

The Safeguarding Children Policy is written in accordance with the guidelines laid down by the Lincolnshire and Peterborough Safeguarding Children Boards and according to the guidance from the following documents:

- Working Together to Safeguard Children (HM Government. July 2018) (WTSC)
- Safer Working Practices (2016)
- Keeping Children Safe in Education (September 2018 DfE) (KCSIE)
- Also the additional statutory guidance: Disqualification under the Childcare Act (June 2016) and
- What to do if you are worried a child is being abused (March 2015)
- Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (HM Government, July 2018)
- Prevent Duty Guidance (2016) & Channel Guidance also: The Prevent duty: Departmental advice for schools and child minders (June 2015) and The use of social media for on-line radicalization (July 2015)
- Domestic Violence Policy (Lincolnshire CC Policy March 2016)
- Sexting in Schools & Colleges Guidance (2016)
- Disqualification under the Childcare Act 2006 (DBS checks)
- Multi-agency statutory guidance on FGM (April 2016)
- Sexting in schools and colleges: responding to incidents and safeguarding young people (UK Council for Child Internet Safety) August 2016
- Children missing education (DfE, September 2016)
- Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation (DfE, February 2017)
- Sexual violence and sexual harassment between children in schools and colleges (DfE May 2018)
- Searching, screening and confiscation: advice for schools (DfE, January 2018)



The policy must be read in conjunction with the Lincolnshire and Peterborough Safeguarding Children Board Procedures which can be accessed through the Local Safeguarding Children's Board web site [www.lincolnshirescb.org.uk](http://www.lincolnshirescb.org.uk) or [www.peterborough/sch.org.uk](http://www.peterborough/sch.org.uk)

This policy has been authorised by the Proprietors and is addressed to all members of staff and volunteers; is available to parents as hard copy on request and is published on the School's web site. The policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from School such as on an educational visit. The policy applies to all pupils including those aged 18.

The safeguarding of children's welfare in all stages is central to their education. Because of their day to day contact with them, teachers are particularly well placed to observe outward signs of abuse, changes in children's behaviour or their failure to develop. They need, therefore, to be alert to the possibility of abuse occurring, aware of the procedures to be followed if they have suspicions and have the confidence to follow those procedures.

### **Aims**

The aim of this policy is to provide the information for all staff in school to carry out this duty of care responsibly. This involves five main elements:

- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children (see Safer Recruitment Policy)
- Raising awareness of Safeguarding Children issues and equipping pupils with the skills needed to keep them safe.
- Developing and then implementing procedures for identifying and reporting cases or suspected cases of abuse.
- Supporting pupils who have been abused with reference to their agreed Safeguarding Children plan.
- Establishing a safe and nurturing environment in which all pupils can learn and develop.

This involves:

- establishing and maintaining an environment where pupils feel secure, are encouraged to talk and are listened to;
- ensuring that there are adults in the school whom pupils can approach if they are worried;
- including opportunities in the PSHE curriculum and through imaginative play and SEAL in the lower school for pupils to develop the skills needed to stay safe;



- practising safe recruitment by checking suitability of staff, proprietors and volunteers to work with children and young people;
- maintaining a Single Central Register of Appointments for all staff and a separate record of all volunteers;
- ensuring that all teaching staff and support staff who regularly come into contact with pupils receive child protection training carried out by the Designated Safeguarding Lead or other appropriately qualified staff on induction;
- ensuring that where staff from another organisation are working with pupils on the School site or away in an alternative setting, the School has received appropriate assurances that approved child protection checks and procedures apply to those staff;
- following the inter-agency procedures of Lincolnshire and Peterborough Safeguarding Children Boards;
- being alert to signs of abuse or possible abuse both in School and outside and striving to protect each pupil from any kind of abuse whether from a member of staff/volunteer/adult or another pupil;
- ensuring that there are procedures in place to deal with allegations against the Head Teacher;
- dealing appropriately with every suspicion or complaint of abuse;
- designing and operating procedures which promote this policy and which, so far as possible, minimize the impact upon the innocent of unfounded allegations;
- supporting pupils who have been abused in accordance with his/her agreed child protection plan;
- being alert to the healthcare needs of pupils with medical conditions;
- operating health and safety procedures with a view to keeping pupils safe;
- operating clear and supportive policies to discourage drugs, alcohol and substance misuse;
- considering and developing procedures and provision to deal with any other safety and welfare issues in the School or in the local area which may be specific to individual children. At Kirkstone House this includes: e-safety, mental and emotional well being, social skills; life skills and liaison with health care professionals;
- ensuring that any weaknesses or deficiencies in the School's child protection arrangements are remedied without delay;
- giving specific attention to safeguarding arrangements where pupils are engaged in close one to one teaching particularly in specialist performing arts and sports provision. Such arrangements are detailed in the Staff Handbook.



'Through their day to day contact with pupils, and direct work with families, education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect at an early stage. They should refer those concerns to the appropriate organisation, normally LA children's social care, contributing to the assessment of a child's needs and where appropriate, to on-going action to meet those needs. When a child has special educational needs or is disabled, schools will have important information about the child's level of understanding and the most effective means of communicating with the child. They will also be well placed to give a view on the impact of treatment or intervention on the child's care or behaviour'.

(Working together to Safeguard Children-2016).



## **Types of abuse and neglect**

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). They may be abused by an adult or adults or another child or children.

KCSIE (issued to all staff) defines the following types of abuse but staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.

- a) Neglect – Is the persistent failure to meet a child's basic physical and /or psychological needs, likely to result in the serious impairment of a child's health or development. Neglect may occur in pregnancy as a result of maternal substance abuse. 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; or ensure access to appropriate medical care or treatment and it may also include neglect of or unresponsiveness to a child's basic emotional needs.
- b) Physical Abuse – This is actual or likely physical injury to a child, or failure to prevent physical injury or suffering to a child including deliberate poisoning, suffocation and fabricated or induced illness Physical abuse may involve hitting, shaking, throwing, burning, scalding.
- c) Sexual Abuse –This 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 (e.g. 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, or 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.

- d) Emotional Abuse - This is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only in so far 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some



level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Statutory Guidance also acknowledges the following as specific safe-guarding issues:

- Bullying (including cyber-bullying)
- Children and the Court System
- Children missing from education
- Children missing from home or care
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation
- Forced marriage
- Gangs and youth violence
- Gender-based violence
- Homelessness
- Mental health
- Missing children and adults strategy
- Peer on peer abuse
- Private fostering
- Preventing radicalization
- Relationship abuse
- Sexting and trafficking
- Sexual violence and sexual harassment between children in schools and colleges
- So-called 'honour based' violence.

Further advice and links to guidance on these specific safeguarding issues can be found in Annex B of KCSIE 2018. Staff should be particularly aware of the safeguarding issues set out below:

### **Child Sexual Exploitation (CSE)**

The definition of child sexual exploitation is as follows: 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.



## **Potential indicators of child sexual exploitation (CSE)**

Children rarely self-report child sexual exploitation so it is important that staff are aware of potential indicators of risk, including:

- acquisition of money, clothes, mobile phones etc without plausible explanation;
- gang-association and/or isolation from peers/social networks;
- exclusion or unexplained absences from school, college or work;
- leaving home/care without explanation and persistently going missing or returning late;
- excessive receipt of texts/phone calls;
- returning home under the influence of drugs / alcohol;
- inappropriate sexualised behaviour for age / sexually transmitted infections;
- evidence of/suspicious of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

Further information for staff on CSE can be found in Child Sexual Exploitation: Definition and Guide for practitioners (February 2017)

## **Reporting CSE**

In addition to the usual child protection concerns reporting, an extra risk assessment can be found at the end of the referral form to Children's Social care.

## **Honour-based violence**

All forms of so-called Honour-based violence are abuse (regardless of motivation) and should be handled and escalated as such. Abuse committed in the context of 'preserving honour' often involves additional risk factors such as a wider network of family or community pressure and the possibility of multiple perpetrators which should be taken into account when deciding what safeguarding actions to take. Staff should speak to the DSL if they have any doubts.

If appropriate the DSL will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

## **Prevent Duty**

Staff understand that they have a duty of care in identifying children who may be vulnerable to radicalization. Furthermore, they know what to do when such children are identified. This includes making a referral to the Channel programme. The School also builds pupils' resilience to radicalization by promoting fundamental British values and we encourage all pupils to challenge extremist views. This is taught through PSHE; Tutor Group discussions and social skills groups.



Children who may be at risk of radicalization will be risk assessed and means of support for them identified. The DSL has accessed Prevent awareness training on line and is able to provide advice and support to other members of staff on protecting children from radicalization.

### **Female Genital Mutilation (FGM)**

From October 2015, staff must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

Guidance on warning signs that FGM may be about to take place or has already taken place can be found on Pages 38 - 41 in the 'Multi-agency statutory guidance on FGM'; pages 59 - 61 focus on the role of schools.

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

There are a range of potential indicators that a child or young person may be at risk of FGM. See above.

All staff must be aware of the requirement for teachers to report to the police where they discover (either by disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under the age of 18. The report should be made orally by calling 101, the single-non emergency phone number. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's social care as appropriate.

If the teacher is unsure whether this reporting duty applies, they must report the matter to the DSL in accordance with this policy.

### **Children Missing in Education**

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. School attendance registers are carefully monitored to identify any trends. Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about welfare.

Where reasonably possible the School will hold more than one emergency contact for each pupil in order to ascertain whether a child is missing.

The School will inform the local authority of any pupil who is going to be added or deleted from the School's Admissions Register at non-standard transition points in accordance with the requirements of the Education regulations 2006.

This will allow the authority to: fulfil its duty to identify children of compulsory school age who are missing from education and to follow up with any child who might be in danger of not receiving an education and might be at risk of abuse, neglect or radicalization.



The School shall inform the local authority of any child who fails to attend school regularly or who has been absent without the School's permission for a continuous period of ten school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

### **Forced Marriage:**

Forced marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into marriage. Threats can be physical, emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities for example)

Staff should talk to the DSL if they have any concerns. Guidance on the warning signs and the role of schools can be found in the 'Multi-agency guidelines; Handling case of Forced Marriage. The Forced Marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

### **Peer to Peer allegations and abuse.**

The conduct of pupils towards each other is covered by our Behaviour Code of Conduct and Anti-Bullying policy. Pupils are encouraged to report all peer to peer abuse which may include verbal, physical and online abuse including sexting. Appropriate support is given to the victim and perpetrator after consultation between parents, Senco, the pupil's Tutor and the Headmistress. Outside agencies may be contacted if necessary.

Examples of behaviour which may raise safeguarding concerns may include:

- violence, including gender based violence
- threatening or intimidating behaviour
- blackmail;
- misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
- sexting: Advice is available from the UK Council for Child Internet Safety, UKCCIS: 'Sexting in schools and colleges.'
- encouraging others to engage in inappropriate sexual behaviour
- any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil
- Bullying; including cyber-bullying.

The School takes steps to minimise the risk of peer on peer abuse. It has a robust anti-bullying policy and procedures in place and pupils are taught at all at all stages of the School about acceptable behaviour and how to keep themselves safe. Risk assessments are carried out and appropriate action taken to protect pupils who are identified as being at risk. (See Risk Assessment for Pupil Welfare).



Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people as 'banter' or simply 'part of growing up'. Allegations against pupils should be reported in accordance with this policy.

Victims of peer-to-peer abuse are supported in numerous ways. Reassurance is provided on a daily basis by the child's Form Tutor and opportunities are provided for pupils to talk about what has happened and how they feel if they feel this would be helpful. The School can also recommend to parents and use a designated qualified Youth Counsellor to work with victims of abuse. Every effort is made to restore pupils' confidence and to ensure that they feel safe. Victims of peer-to-peer abuse are kept fully informed about the progress of the complaint.

### **Sexual violence and sexual harassment between children**

Sexual violence and sexual harassment can occur between two or more children of any age or sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are the victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The School will respond to allegations seriously and all victims will be offered appropriate support.

The School is aware of the importance of:

- making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys will be boys'; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalizing them.

References to sexual violence are references to sexual offences under the sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

References to sexual harassment mean the 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of child on child sexual harassment, it is likely to: violate a child's dignity; and/ or make them feel intimidated, degraded or humiliated; and/or create a hostile, offensive or sexualized environment.



## **Sexting**

'Sexting' means the taking and sending or posting of images or videos of a sexual or indecent nature, usually through mobile picture messages or webcams over the internet.

The School treats all incidences of sexting as safeguarding matters to be handled in accordance with this policy.

Members of staff should not view sexual imagery which is reported to them, or copy, print or share the images under any circumstances. In referring any incident of sexting, members of staff should describe the images as reported to them.

The DSL, may, in exceptional circumstances view the images and only where:

- it is the only way to make a decision whether to involve other agencies, as there is insufficient information available as to its contents;
- it is necessary to report the image to a website or agency to have it taken down' or
- a pupil has reported the image directly to a member of staff in circumstances where viewing the image is unavoidable.

Where an image must be viewed:

- viewing should take place on School premises wherever possible;
- the image should be viewed by a person of the same sex as the person alleged to be shown in the image (where this is known);
- a senior member of staff should be present to monitor and support the person viewing the image. The member of staff does not need to view the image;
- full details of the viewing must be recorded in the School's Safeguarding records, including who was present, the date and time, the nature of the image and the reasons for viewing it;
- any member of staff who views an indecent image will be given appropriate support.

If any devices need to be confiscated (whether in order to view the image or to pass evidence to the appropriate authority) they should be turned off and locked away securely until required.

If an electronic device that is prohibited by the school rules has been seized and the member of staff has reasonable grounds to suspect that it contains evidence in relation to an offence, or that it contains a pornographic image of a child or an extreme pornographic image, the device will be given to the police.

If external agencies do not need to be involved, the School must consider the deletion of any images. Pupils should be asked to delete images themselves and to confirm that this is done. Members of staff should not search devices to delete images.

If images have been shared online and cannot now be deleted by the person who shared them, the School should consider reporting the images to the relevant web host or service provider or contacting the Internet Watch Foundation or Childline.



Where a pupil receives unwanted images, the School should advise the pupil and parents of options that may be available to block the sender or to change the child's mobile number or e-mail address.

The UK Council for Child Internet Safety's advice note : Sexting in schools and colleges: responding to incidents and safeguarding young people August 2016 contains details of support agencies and provides further information for schools on how to respond to incidents of sexting.

The college of Policing has also produced a briefing note: Police action in response to youth produced sexual imagery November 2016 which provides information on how police forces treat instances of sexting by young persons.

Advice for young people is available at:

<http://www.thinkuknow.co.uk>

<https://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>

Advice for parents is available at:

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

### **Special Educational Needs and Disabilities**

The School is totally inclusive and welcomes pupils with special educational needs and disabilities and will do all that is reasonable to ensure that the School's curriculum, ethos, culture, policies, procedures and premises are made accessible to everyone. Please see SEN Policy.

Additional barriers can exist when detecting the abuse or neglect of pupils with special educational needs or disability creating additional safeguarding challenges for those involved in safeguarding and promoting the welfare of these children. The School is mindful that:

- assumptions that indicators of possible abuse such as behaviour; mood and injury may relate to the pupil's special educational needs or disability;
- pupils with a special educational need or disability can be disproportionately impacted by bullying without showing signs; and
- there may be communication barriers which may be difficult to overcome to identify whether action under this policy is required.

At Kirkstone House all pupils are known extremely well and children with EHCPs working with their own one to one LSAs have continuity of care through all aspects of their school day. Children with needs are risk assessed in terms of their welfare and strategies that School will adopt to ensure their safety and well being are identified. Working in very close partnership with parents also enables early signs of possible abuse to be identified.



## **Drug Use and Safeguarding Children**

The discovery that a young person is using illegal drugs or reported evidence of their drug use will initiate safeguarding proceedings as appropriate support agencies will be accessed. However, a referral to Social Care will be made when there is evidence or reasonable cause:

- to believe the young person drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse
- to believe the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse

## **Children of Alcohol / Drug Using Parents**

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances;

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection)
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse
- children are not being provided with acceptable or consistent levels of social and health care
- children are exposed to criminal behaviour

## **Signs of Abuse**

Teachers and other staff are particularly well placed to observe outward signs of abuse; changes in behaviour or failure to develop. Bruises, lacerations and burns may be apparent, particularly when pupils change for PE lessons.

Possible indicators of physical neglect, such as inadequate clothing, poor growth, hunger or apparently deficient nutrition and of emotional abuse, such as excessive dependence or attention seeking behaviour may be noticeable.

Sexual abuse may exhibit physical signs or lead to a substantial behaviour change. These signs and others can do no more than give rise to suspicion – they are not in themselves proof that abuse has occurred, but teachers should be alert to all signs.

Whilst no list can be comprehensive and vigilance is always required, the following may be signs of abuse:

- The pupil says s/he has been abused or asks a question which gives rise to that inference;
- There is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;



- The pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in behaviour; The pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- The pupil's development is unexpectedly delayed;
- The pupil inexplicably loses or gains weight;
- The pupil suffers a deterioration in their well-being;
- The pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- The pupil is reluctant to go home or has been openly rejected by parents or carers.

Other general signs of abuse may be if a pupil demonstrates:

- Deterioration in work
- Poor attendance at school
- Low self esteem
- Withdrawn
- Aggressiveness, anger, anxiety, tearfulness
- Extremes of passivity or aggression
- Fear of parents being contacted
- Running away
- Self Harm

#### **Procedures:**

We follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the DCSF to:

- Ensure we have a Designated Safeguarding Lead (DSL) for Safeguarding Children who has received appropriate training and support for this role. This is the Headmistress, Mrs Corinne Jones who is also responsible for the EYFS. The Deputy DSL is Mrs Caroline Fallowfield, Senior Teacher in Lower School who has undergone the same training. Overall responsibility however lies with Mrs Corinne Jones DSL. The designated senior members of staff have undergone the LSCB's Working Together to Safeguard Children and Young People course and they attend refresher courses every two years.
- Ensure that all staff, including temporary staff and volunteers know who the Designated Safeguarding Lead is in each part of the school. Staff understand that they have individual responsibility for referring child protection concerns using the proper identified channels and within the timescales set out in the LSCB Procedures. All staff know where the LSCB Procedures and other supporting documents are located.
- Ensure that members of staff and volunteers receive training on signs and symptoms of abuse at least every three years and know how to respond appropriately to pupils who may disclose abuse.
- Ensure that all staff understand that the content of the Safeguarding Policy is a core component of safeguarding children and young people.



- Ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children and young people and have access to the Safeguarding Children Policy which is available on the website and also in hard copy.
- Ensure that social services are informed if there is an unexplained absence of more than two days of a pupil who is on the Safeguarding Children Register.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding Safeguarding Children matters including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure that all records are kept securely: separate from the main file and in locked locations.
- Follow procedures when an allegation is made against a member of staff. We will **always** consult the LADO or in the most serious cases, the police so as not to jeopardize statutory investigations.
- Ensure that safe recruitment practices are always followed which help to deter, reject or identify people who might abuse children, or are otherwise unsuited to work with them. (KCSIE 2018)
- Ensure that all staff are fully cognisant of the Whistle Blowing Policy and procedures;
- Ensure that the Headmistress has Safer Recruitment training certification and that this is refreshed every two years.
- Ensure that any weaknesses or deficiencies in Safeguarding Children are remedied without delay.

### **Guidance for Staff**

#### **Disclosures**

It is important that teachers listen to children with tact and sympathy. This is particularly important if the child is making allegations of abuse. The teacher's role is not to investigate but to listen carefully, keep relevant notes and pass on the information to the DSL. No undertakings of absolute confidentiality should be given. The school has professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies. If a pupil confides in a member of staff and requests that the information is kept secret it is important that the member of staff tells the pupil sensitively that he or she has a responsibility to refer cases of alleged abuse to the appropriate agencies within that context. The pupil should, however, be assured that the matter will be disclosed only to people who need to know about it. Staff who receive information about pupils and their families in the course of their work should share that information only within appropriate professional contexts.



## Talking to and Listening to Children

If a child chooses to disclose, you should:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass the information on
- make a careful record of what is said.

You should never:

- take photographs or examine an injury
- investigate or probe aiming to prove or disprove possible abuse
- ask leading questions
- promise confidentiality or secret keeping
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- forget to record what you have been told
- fail to pass the information to the correct person
- ask a child to sign a written copy of the disclosure.

A member of staff suspecting or hearing an allegation or complaint of abuse or neglect from a child or third party:

1. must listen carefully to the allegation or complaint and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
2. must not ask leading questions, that is a question which suggests its own answer;
3. must reassure the source of information that the allegation/complaint will be taken seriously but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the appropriate person who will ensure that the correct action is taken. This will involve professional judgment, but where doubt exists, the information must be passed to the DSL;
4. must keep a sufficient written record completed at the earliest time. 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. The record should be signed by the person writing it and should use names, not initials. The record must be kept securely and handed to the appropriate person as soon as possible;
5. where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed to a third party. The School will always seek advice from the Children Services Customer Service Centre about any concern, allegation or disclosure. The DSL will contact the disclosing party (unless School is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency.



6. All evidence, (for example, notes, mobile phones containing text messages, clothing, computers), must be stored securely, reserved and notified and passed on when reporting the matter.

For children with communication difficulties, staff will need to take extra care to ensure that signs of abuse are identified and interpreted correctly. However, concerns should be reported in the same way.

We recognise that children who are abused, or self-harm, or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk.

The school will endeavour to support all pupils through:

- the school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued;
- the Tutor Programme, PSHE, Life Skills, Social Skills and wider curriculum provision;
- the Behaviour Policies in both Lower School and Senior School and Anti-bullying Policy which are aimed at supporting vulnerable pupils. Pupils are taught to understand that some behaviour is unacceptable. The policies also ensure that pupils feel valued which is essential if a child has been abused;
- liaison with other agencies that support the pupil such as Social Services, CAMHS, Educational Welfare Service, Family Liaison Officer, targeted youth worker, Adolescent Intervention Officer and Educational Psychology Service;
- ensuring that, when a pupil is subject to a Child Protection Plan, leaves, their information is transferred to the new school immediately by recorded delivery;
- requesting CP records when a child joins the school.
- reporting to the Local Education Authority when a pupil leaves to be home tutored.

## **Procedure for Staff**

### **Initial Suspicion, Allegation or Complaint**

If a member of staff is concerned that a pupil may be suffering or is at risk of suffering harm, the matter should be referred to the Designated Safeguarding Lead (DSL) as soon as possible in accordance with these procedures. It should be noted that the policy differentiates between safeguarding children who have suffered or who are likely to suffer significant harm and those who are in need of support from one or more agencies. Subject to local procedures and reporting thresholds, the former should be reported to Children's Social Care immediately; the latter to Early Help, inter-agency assessment and intervention through local processes such as the use of the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches.



## **Reporting**

### **Early Help**

The School understands that providing early help is more effective in promoting the welfare of pupils than reacting later. 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.

Arrangements are made (one to one tutorials, Tutor Times, Social Skills Groups, Mentoring, PSHE) to listen carefully to pupils and to provide early help.

The School's Safeguarding training includes guidance about the Early Help process and prepares all staff to identify pupils who may benefit from this. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.

A member of staff or volunteer who considers that a pupil may benefit from early help should in the first instance discuss this with the DSL. The DSL will consider the appropriate action to take in accordance with the Lincolnshire/Peterborough Safeguarding Children's Board threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate. The DSL has additional TAC training through Lincolnshire County Council.

The DSL may complete an Early Help Assessment form and submit to the relevant agencies. The DSL will liaise with other agencies as required as part of **TAC** (Team around the Child). If the designated senior person is the lead professional at the TAC meeting, they will keep minutes of the meetings and distribute to all members of the TAC meeting. Alternatively a CIN (Child In Need) meeting

Note: when deciding to make a referral following an allegation or suspicion of abuse, the DSL will discuss any doubts and concerns with Social Care.

If it is decided that a referral is not required, the DSL will keep the matter under review and consideration will be given to a referral to children's social care if the pupil's situation does not appear to be improving.

Staff are reminded that normal referral processes must be used when there are concerns about pupils who may be at risk of being drawn into terrorism.

Any member of staff can make a referral to Children's Social care. However if the referral is made by someone other than the DSL, the DSL should be informed about the referral as soon as possible.

### **Concerns about a Pupil's Welfare**

If a member of staff is concerned about a pupil's welfare, the matter should be reported to the DSL as soon as possible. A Concern Form should also be completed. (See procedures also for dealing with allegations against staff and volunteers/whistle blowing policy)

On being notified of a concern, the DSL will consider the appropriate course of action in accordance with the Lincolnshire/Peterborough threshold document. Such action may include Early Help or a referral to children's social care via the Children's



Services Customer Service Centre at either Lincolnshire or Peterborough determined by where a pupil resides. A consultation as well as a hypothetical consultation can be given or a referral can be made immediately.

This will be followed up with written confirmation. Contact with a welfare agency or the police will be made without delay of a disclosure or suspicion of abuse. It is good practice for professionals to discuss any concerns they have with the family and where possible to inform the family that a referral is being made. Full details of any such conversation needs to be recorded. However, there are exceptional circumstances where such discussion would place the child at increased risk of significant harm. In these circumstances, it is appropriate to make the referral without the consent of the family. Other factors relevant to the decision to refer without prior discussion with the family include:

- issues of staff safety
- the risk of destroying evidence
- the likelihood of children or other family members being intimidated
- the possibility of an increased risk of domestic abuse
- the possibility of the family moving to avoid professional scrutiny

Once the DSL has decided to make a referral, she must be clear about:

- the nature of the concerns
- how and why they have arisen
- what appear to be the needs of the child and family, including any special needs arising from cultural, physical, psychological, medical or other factors
- if known, what other agencies and professionals are involved with the child and family
- expectations of Social Care
- the action to be taken by Social Care upon receipt of the referral
- the action to be taken, and by whom if any agreed plan is not carried out.

The DSL may decide to submit An Early Help Assessment in consultation with an Early Help Advisor.

**All verbal communications should be confirmed in writing, using the Local Authority Referral Form. The DSL will be advised by the Customer Service Centre**

The Designated Safeguarding Lead will keep records of any signs of abuse, neglect or any other injury and of any action taken. These accounts will be timed, dated and signed. She will record the circumstances which caused the concern and indicate any visible injuries by way of a description and rough sketch. Note: No photograph may be taken except by the Police and/or Social Care if appropriate. Any explanation or comments made by the child or carer should be recorded in their exact words. It should also be recorded whether or not the family have been informed of the reasons for the concern and the actions taken by the designated senior person.



School will not investigate suspicions of child abuse as we recognise that this could be detrimental to the formal investigative process and ultimately to the safety of the child in question. All relevant information however will be passed to Social Care via the Children's Services Customer Service Centre.

Where others such as Educational Psychologists are involved, the DSL will check with them to see if they also have concerns. Their comments should be noted and passed on with the referral to Social Care. The DSL may also check whether the child is subject to a Child Protection Plan by contacting the Child Protection and Reviewing Unit on.

Following a Child Protection Investigation where the concerns are substantiated and the child is judged to be at continuing risk of harm, Social Care may convene a Child Protection Conference. The DSL will attend and provide a written report. If a child is made subject to a Child Protection Plan it may be more relevant for the Form Tutor to attend subsequent core group meetings.

If, following an investigation, concerns are substantiated but the child is not judged to be at continuing risk of harm, Social Care may decide that a plan for the child's future safety and welfare can be implemented without the need to convene a Child Protection Conference. If the DSL still has serious concerns that a child may not otherwise be adequately safeguarded, she may request that Social Care consider convening a Child Protection Conference. If this is the case she will contact the Senior Liaison Officer for Education.

### **If a child is in immediate danger or at risk of harm**

If a pupil is in immediate danger or is at risk of harm, a referral should be made to Children's Social Care and/ or the police immediately. Anyone can make a referral in these circumstances. If a referral is made by someone other than the DSL, the DSL should be notified of the referral as soon as possible.

If there is a significant risk of a child being drawn into terrorism, the Police should be contacted immediately.

### **Allegations against Teachers, The Headmistress, Proprietors & other Staff and Volunteers**

The School has procedures for dealing with allegations against teachers, the Headmistress, Proprietors, staff and volunteers. These procedures follow Part 4 of KCSIE. See Appendix 1.

The Local Authority Designated Officer will be informed immediately following any allegation against staff and volunteers. (Please also see Whistle Blowing Policy).

### **Procedure for Dealing with an allegation against a member of staff.**

Pupils can be the victims of abuse by those who work with them in any setting. All allegations of abuse of pupils carried out by a member of staff should therefore be taken seriously. If the Headmistress receives an allegation of abuse by a member of staff, the following will be taken into consideration:



Has the member of staff:

- 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
- behaved in a way towards a pupil or pupils that indicates she/he is unsuitable to work with children

Allegations of abuse made against staff whether historical or contemporary will be dealt with by the Headmistress. If the allegation is against the Headmistress, it will be dealt with by the Proprietor of the school.

Teachers, because of their daily contact with pupils in a variety of situations including the wider caring role, can be vulnerable to accusations of abuse. Their relationships with pupils may lead to allegations against them being made by pupils or parents or persons with parental responsibility. Kirkstone House School will deal with allegations in a sensitive manner, bearing in mind the rights of both pupil and teacher.

- Children who report that they have been abused by a member of staff must be listened to and heard, whatever form their attempts to communicate their worries takes;
- A written, dated record should be made of the allegations as soon as is practicable (certainly within 24 hours).
- Teachers who hear an allegation of abuse against another member of staff should report the matter immediately to the Headmistress.
- If the allegation is against the Headmistress, the Principals will be informed
- The Headmistress will make an urgent initial consideration to ascertain whether there is sufficient substance in the allegation against a teacher to warrant an investigation.
- The Headmistress in consultation with the Principals will liaise with Lincolnshire or Peterborough Social Services.

There are four possible outcomes:

- a) an immediate referral.
- b) there is reason to suppose abuse may have occurred and a referral may be necessary.
- c) the allegation is apparently without foundation.
- d) the allegation was prompted by inappropriate behaviour which will need to be considered under the School's Discipline Policy.

Any internal disciplinary process will be separated from a Safeguarding Children investigation. The latter takes precedence over the former. The School would never begin to conduct an investigation into any allegation against a member of staff without first speaking to the LADO.

An external investigation will involve the Headmistress to help plan strategy and the conduct of the investigation. The question is asked whether other children are likely to be, or have been, at risk. Other children may be interviewed.



If the school **ceases to employ a member** of staff or any adult, this will be referred to the Disclosure and Barring Service and to the NCTL. The School follows guidance that is published on the NCTL website in the document: 'Teacher misconduct: the prohibition of teachers' (October 2015).

This referral would be made because of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute, or a 'conviction at any time for a relevant offence'. Serious misconduct includes:

- Inappropriate relationships with pupils
- Examination misconduct
- Financial misconduct
- Dishonesty
- Bullying
- Alcohol and drug offences
- Any other serious criminal behaviour.

### **Preventing Unsuitable People from Working with Children**

When recruiting new members of staff, Kirkstone House follows guidance given in KCSIE 2018 (see Safer Recruitment Policy). The School also ensures that visiting speakers are checked as suitable (whether invited by staff or pupils) and that they are appropriately supervised.

The School will not knowingly employ people to work in childcare or to be involved directly in its management if they or others who live and work in their households are 'disqualified'. All staff complete a Staff Disqualification Declaration relating to Disqualification under the Childcare Act revised June 2016.

### **Receiving a Disclosure: Guidance for Staff**

Listen carefully and keep an open mind. Do not take a decision as to whether or not the abuse has taken place.

Do not ask leading questions ie, a question that suggests its own answer.

Reassure the pupil but do not give a guarantee of absolute confidentiality. Explain the need to pass on the information in accordance with this policy so that the correct action is taken. This will involve professional judgment but where doubt exists, the information must be passed on in accordance with this policy.

Conversations must be written accurately using the child's own words.

Keep a sufficient record of the conversation completed at the earliest possible time. All other evidence, for example, scribbled notes, mobile phones containing text messages, clothing, computers, must be kept securely with the written record.

### **Record Keeping**

Staff are required to submit a written account of any pupil disclosure in ink to the DSL as soon as possible. This should be within the working day. The record should be submitted on the appropriate school form and will include the following information:



- the pupil's details: name and date of birth;
- date and time of the event/concern/conversation;
- the action taken and by whom with reasons for the decision made;
- the name and position of the person making the record.

The School has a Child Protection Logging Form which should be completed and passed on to the DSL when reporting the matter in accordance with this policy. Forms are kept in the Headmistress' PA's Office in Senior School and in the DDSL's Office in Lower School.

Where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed on to a third party. If, after due consideration, the School decides to pass the information on to an outside agency, the DSL will contact the disclosing party (unless the School is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency.

**A Child Protection Audit** checklist has been compiled and approved by the LSCB.

**An annual Child Protection Report** is sent to the proprietors at the end of each academic year by the Designated Child Protection person.

### **Confidentiality**

The school recognizes that all matters relating to Child Protection are highly confidential and the DSL will share that information on a need to know, what and when basis. Concerns should never be discussed elsewhere, inside or outside school unless in confidential meetings organised for that purpose. However, professionals can only work together to safeguard children if there is an exchange of relevant information between them. This is recognised in principle by the courts. However, any disclosure of personal information to others including Social Services, must also have regard to both common and statute law.

The School will keep all child protection records confidential allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children or to audit the efficiency of the process. The School will consult with the LADO and the police and Children's Social care where appropriate to agree information to be disclosed to them.

The School will co-operate with police and social services to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989.

### **Information Sharing**

Normally personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights Article 8). Wherever possible, consent should be obtained before sharing personal information with third parties.

The law requires the disclosure of confidential information necessary to safeguard children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to



co-operate. Therefore if the Police or Social Services are conducting a Section 47 investigation, under the 1989 Children Act, staff must share requested information relevant to the investigation.

Information will be shared in line with 'What to do if you are worried a child is being abused'. The Designated Senior Person will ensure that:

- Factual information only is shared
- The information is shared appropriately and confidentially with the appropriate professionals
- This is logged on the child's Child Protection File.

### **Cameras and Mobile Devices**

The School's policy on the use of mobile phones, cameras and mobile devices with a camera facility, including in the EYFS setting is detailed in the Code of Conduct for Staff and in the Acceptable Use of ICT Policy for pupils.

Staff and volunteers should not take images of pupils unless on school equipment. Visiting parents may take photographs of their own children in school events but are reminded that these images are for personal use and must not be uploaded to social networking sites.

Photographs will only be taken of pupils with their parents' permission (provided in writing on a consent form). Where photographs are taken to show pupil progress, school phones should be used. Staff should ensure that they are fully cognisant of the School's mobile phone policy in relation to phone use by pupils.

### **Secure School Premises**

The School will take practicable steps to ensure that School premises are as secure as circumstances reasonably permit.

Visitors during the school day are registered in the main office based on the Senior School campus. If they are visiting the Lower School, they will be walked over by a member of staff. Visitors are required to sign in and out of the visitors' book.

Visitors attending School events out of school hours are greeted at the door by a member of staff and they are guided to a designated access point.

There is a security lock on Lower School doors which must be accessed by a code.

### **Staff Training and Further Guidance**

#### **Training**

Newly appointed staff have Child Protection Training as part of their Induction Programme.

This includes:

1. Introduction to the School's Safeguarding and Child Protection Policy
2. Information about the identity and role of the DSL
3. Staff Code of Conduct



4. Whistle Blowing Procedure
5. Acceptable use of technologies policy
6. Welfare Risk Assessment for Safeguarding Vulnerable Children.

Their attention is drawn to the Safeguarding Policy and to Lincolnshire's and Peterborough's Safeguarding Children Board documentation and current Dfe documentation. Staff are asked to sign to indicate that they have read all specified guidance and Safeguarding related policies. Staff sign to confirm that they have read and understood the following documentation:

Part One of KCSIE September 2018  
Annexe A of KCSIE (2018)

Child Protection training including on-line safety for all staff and volunteers in regulated activity is updated every 3 years and every 2 years for the Designated Senior Person(s). This is carried out by the LSCB. Informal training is carried out at least annually but more frequently if the need arises.

Staff are encouraged to undertake additional Safeguarding training such as Prevent; TAC Meetings; Supporting pupils with SEN for example. All staff have training which gives them knowledge and confidence to identify children who may be at risk of being drawn into terrorism; to challenge extremist ideas and to know how to refer children and young people for further help.

The DSL has full training every 2 years and also receives regular updates from Lincolnshire and Peterborough Safeguarding Children boards. This is set out in Annex B of KCSIE. See Appendix A

The DSL also has further on-line training in Prevent Strategy.

The proprietors of the School are kept up to date with Safeguarding information by the DSL.

#### **Further Guidance for Staff Awareness (Information also repeated in Staff Handbook)**

- Teachers are advised against spending excessive amounts of time alone with one pupil away from other people. Pupils should not be retained alone for disciplinary purposes.
- Physical contact with pupils should be avoided and can cause difficulties as actions can be misconstrued. It is therefore important for staff to be aware of this when dealing with pupils.
- In a residential setting staff should avoid admitting a pupil into their bedroom unless another member of staff is present.
- Staff are reminded that suspicions of abuse by a colleague must be passed on (refer to Whistleblowing Policy).
- Staff should avoid pupils visiting their homes.
- Staff should exercise caution when offering to give a lift to a pupil. The pupil should always sit in the back of the car, the school office and parents should be notified if possible.
- Staff are advised not to communicate with pupils via any interactive network sites such as Facebook and should exercise caution when undertaking any electronic



communication with a pupil. Staff should engage the privacy setting on their account to avoid pupils being able to read personal information.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in a position of trust to have a sexual relationship with a pupil even when the pupil is over the age of consent.

Any use of physical force or restraint against pupils will be carried out and documented in accordance with the relevant physical restraint policy/procedure (see Staff Handbook). If it is necessary to use physical action to prevent a child from injury to themselves or others, parents will be informed.

Pupils will not be punished by any form of corporal punishment (nor will this ever be threatened) or any other degrading or humiliating treatment.

### **Responsibilities of the Proprietors**

The Proprietors will:

- review annually the Safeguarding policy and the efficiency with which related duties were discharged;
- ensure that any deficiencies or weaknesses in regard to safeguarding children and young people arrangements are remedied without delay
- ensure that they will be responsible for liaising with the Local Authority Designated Officer and /or partner agencies as appropriate in the event of allegations of abuse being made against the Headmistress
- remain up to date with all Safeguarding legislation

### **Responsibilities of the Designated Safeguarding Lead (DSL)**

The Designated Safeguarding Lead in School is Mrs Corinne Jones (Headmistress)  
The Deputy Safeguarding Lead (DDSL) is Mrs Caroline Fallowfield based in Lower School.

In accordance with Annex B of KCSIE the main responsibilities of the DSL are:

### **Managing Referrals**

The DSL is expected to:

- refer cases of suspected abuse to the local authority Children's Social Care as required;
- support staff who make referrals to the local authority Children's Social Care;
- refer cases to the Channel Programme where there is radicalisation concern as required;
- support staff who make a referral to the Channel Programme;
- refer cases where a person is dismissed or who has left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required; and
- refer cases where a crime may have been committed to the police as required.

### **Work with Others**



The DSL is expected to:

- inform the proprietors of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the Case manager and designated officers at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise to staff.

### **Raise Awareness**

The DSL should:

- ensure that the School's safeguarding and Child Protection policy and processes are known, understood and used appropriately;
- ensure that this policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and work with the proprietors regarding this;
- ensure this policy is available publically and that parents are made aware that referrals about suspected abuse or neglect may be made and the School's role in this;
- link with the safeguarding Children Board to make sure staff are aware of any training opportunities and latest local policies on local safeguarding arrangements.

### **Child Protection File**

- Where children leave the School the DSL shall ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.
- In addition, the DSL will consider if it is appropriate to share any information with the new school or college in advance of the child leaving.
- On receiving a child protection file, the DSL will ensure that key staff are aware as required including the SENCO.
- Child protection files will otherwise be retained and disposed of in accordance with the School's policies concerning data protection and retention of records.

### **Prevent (Prevent Lead: Mrs Corinne Jones)**

In accordance with Prevent Duty Guidance for England and Wales and Channel Duty Guidance: protecting vulnerable people from being drawn into terrorism (HM Government, July 2015) the Prevent Lead has in addition the following responsibilities:

- acting as the first point of contact for parents, pupils and teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- co-ordinating Prevent duty procedures in the School;



- liaising with the local Prevent co-ordinators, the police and local authorities and through existing local agency forums, including referrals to the Channel Police Practitioner and /or the police where indicated;
- undergo WRAP or other appropriate training;
- maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and,
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

## **Training**

The DSL and Deputy (DDSL) have undertaken training to provide them with the knowledge and skills necessary to carry out the role. This training includes Prevent Duty awareness training and will be updated at least every 2 years. In addition their knowledge and skills will be refreshed at regular intervals at least annually to allow them to understand and keep up to date with any developments relevant to their role so they:

- understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure that each member of staff has access to and understands the School's Safeguarding procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the School with regard to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe while they are in school;
- can recognize the additional risks that children with SEN and disabilities face online for example from online bullying, grooming and radicalization and are confident that they have the capability to support SEND children to stay safe on line;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

## **Monitoring and Review**

The DSL will monitor the operation of this policy and the implementation of its procedures. A full review takes place annually at the start of September with the Proprietors or earlier if required. The DSL will update staff on any alterations to the policy and on the operation of the School's Safeguarding arrangements.



Where an incident involving a member of staff occurs, the LADO will be requested to assist in reviewing the School's procedures to determine whether any improvements can be made. Any shortfalls in the Safeguarding and Child Protection Policy will be addressed without delay.

The Headmistress will include all feedback to the Proprietors on Safeguarding in her Annual Report.

The Headmistress, who is the Designated Safeguarding Lead, discusses the School's Safeguarding arrangements with the Proprietors regularly, at least termly in order to ensure that the Policy is kept up to date.

This will include: staff training; referral information; issues and themes which may have emerged in School and how these have been handled and the contribution which the School is making to multi-agency working in individual cases or local discussions on safeguarding matters.

**Links with other Policies:**

Anti-Bullying Policy  
Acceptable Use of ICT Policy  
Behaviour Policy  
Drugs Policy  
Safer Recruitment Policy  
Missing Pupil Policy  
First Aid Policy  
Physical Restraint Policy  
Staff Code of Conduct  
Risk Assessment for Pupil Welfare Policy  
Use of Mobiles and Cameras in EYFS Policy

Sex Education Policy  
Educational Visits Policy  
SEN Policy  
Medicines Policy  
Whistle Blowing Policy  
Health & Safety Policy  
Prevent Duty Policy  
LAC Policy  
Visitors & Visiting Speakers Policy



## **KEY CONTACTS**

|   |             |
|---|-------------|
| Proprietor/Safeguarding<br>Mrs Beryl Wyman                            | 01778560607 |
| Headmistress Designated Safeguarding<br>Lead DSL<br>Mrs Corinne Jones | 01778560350 |
| Deputy DSL<br>Mrs Caroline Fallowfield                                | 01778560350 |
| Designated Teacher for Looked After Children<br>Mrs Elizabeth Harnden | 01778560350 |

### **Lincolnshire Contacts**

|  |             |
|--|-------------|
| Local Authority Designated Officers (LADOs)          | 01522554674 |
| Safeguarding Officer / Schools<br>Miss Anne Faulkner | 01522554668 |
| Assistant Safeguarding Officer<br>Mrs Ruth Fox       | 01522554695 |
| Lincolnshire Customer Service Centre                 | 01522782111 |
| Lincolnshire Police Central Referral Unit            | 01522947590 |

### **Peterborough Contacts**

|   |   |
|---|---|
| Advice Line   | 01733 864612  |
| Education Safeguarding Lead / LADO  | 01733 863713  |
| Children's Services Referral & Assessment<br>Out of hours emergency duty team | 01733 864170 / 864180<br>01733 234724   |
| Police  | 101   |
| Adolescent Sexual Advice  | Oliver Hibble<br><a href="mailto:olly.hibble@peterborough.gov.uk">olly.hibble@peterborough.gov.uk</a>             |
| Prevent Duty  | <a href="mailto:prevent@lincs.pnn.police.uk">prevent@lincs.pnn.police.uk</a>                                      |
| FGM   | NSPCC FGM Helpline & Reporting<br>0800 028 3550<br><a href="http://www.forwarduk.org.uk">www.forwarduk.org.uk</a> |
| NSPCC Whistleblowing Helpline   | 0800 028 0285<br><a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>   |



Authorised by

*Corinne Jones*

Mrs Corinne Jones  
Headmistress  
On behalf of the Proprietors

Dated 3<sup>rd</sup> September 2018

Date of next review 3<sup>rd</sup> September 2019 (or earlier if required)

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Education (September 2018)

## Appendix 1

### **Procedures for Dealing with Allegations against Teachers, the Headmistress, Volunteers, proprietors and other staff.**

All allegations that come to the School's attention and appear to meet the criteria set out below will be reported immediately. They will be discussed with the DSL or in her absence the LADO within one working day. In the case of allegations against the Headmistress who is also the DSL, the LADO will be informed by the proprietors.

In the case of serious harm, the Police will be informed from the outset.

The procedures identified will be followed where an allegation has been made that a Teacher, Head, Proprietor, Volunteer or another member of staff has:

1. behaved in a way that has harmed a child, or may have harmed a child;
2. possibly committed a criminal offence against or related to a child; or
3. behaved towards a child or children in a way which indicates he/she would pose a risk of harm if he/she works regularly with children.

Any allegations not meeting the criteria will be dealt with in accordance with the Lincolnshire/Peterborough Safeguarding Children Boards' procedures. Advice from the LADO will be sought in borderline cases.

All such allegations must be dealt with as a priority to avoid any delay.

Allegations against a teacher who is no longer teaching and historical allegations will be referred to the Police.



## **Reporting an Allegation**

The reporting requirements are set out below. In all cases, the member of staff making the allegation may consider discussing his/her concerns with the DSL. The only circumstances in which this would not be appropriate is if the allegation is against the DSL.

### **Allegations against staff and volunteers**

These should be reported directly to the Headmistress who is also the DSL. If the Headmistress is absent, reports should be made to the proprietor.

If the allegation is against the Headmistress, the report should be made to the proprietors of the School.

If the allegation is against the Proprietors, the report should be made directly to the LADO.

The person overseeing the action in accordance with these procedures is called the Case Manager. This will usually be the DSL who at Kirkstone House is also the Headmistress.

The Case Manager will inform the person against whom the allegation has been made of the allegation as soon as possible after the Designated Senior Person (LADO) has been consulted.

The parents or carers of the child or children involved will be informed of the allegation as soon as possible if they do not know of it already. They will also be informed of the progress of the case, including the outcome of any disciplinary process. The timing and extent of disclosures and the terms on which they are made will be dependent upon and subject to the laws on confidence and data protection and the advice of external agencies.

Where the Designated Senior person (LADO) advises that a strategy discussion is needed, or the police or Children's Social care need to be involved, the case manager will not inform the accused or the parents or carers until those agencies have been consulted and it has been agreed what information can be disclosed.

The reporting restrictions preventing identification of a member of staff who is subject to an allegation in certain circumstances will be observed.

Further action to be taken by the School: The School has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation. The School will take appropriate action in accordance with Part 4 of KCSIE and the School's employment and Whistle Blowing procedures. (See Policy)