**Child Protection and Safeguarding Policy**

**Introduction**

Papplewick is committed to safeguarding and promoting the welfare of children (everyone under the age of 18). We expect all staff to share this commitment and to become familiar with our Child Protection and Safeguarding Policy. Safeguarding and child protection is at the forefront and underpin all relevant aspects of process and policy development here at Papplewick.

This Policy applies to all teaching, non-teaching, residential, pastoral, support, peripatetic, contract staff and ancillary staff, volunteers and any other adults working at the School. All references in this document to “staff” or “members of staff” should be interpreted as relating to the aforementioned unless otherwise stated.

This Policy is available on the School’s website and to parents upon request.

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Within this document members of staff should be aware that the use of ‘must’ and ‘should’ has been clarified to explain that ‘must’ is used when a person is legally required to do something and ‘should’ is used when the advice should be followed unless there is a good reason not to.

The Policy is reviewed annually by the Governing Body, including a review of the efficiency with which the related duties have been discharged.

The policy was last reviewed by the Governing Body in August 2019 and will next be reviewed in August 2020

**List of Contacts**

|  |  |  |
| --- | --- | --- |
| **Title** | **Name** | **Contact details** |
| Designated Safeguarding Lead\*Prevent Safeguarding Lead Deputy Headmaster | Mark Burley | m.burley@papplewick.org.ukTel: 07970 752060 |
| Deputy Designated Safeguarding LeadDeputy Prevent Safeguarding Lead | Roger WoodEdward ShiresTom Ferry | r.wood@papplewick.org.ukTel: 07725 232452e.shires@papplewick.org.ukTel: 07800759446t.ferry@papplewick.org.ukTel: 07946376696 |
| Headmaster | Tom Bunbury | hm@papplewick.org.ukTel: 07795 096117 |
| Single Point of Access - SPA (formerly known as MASH - Multi-Agency Safeguarding Hub) and the Early Help Hub (EHH). Multi-Agency Safeguarding Arrangements - MASA (*formerly LSCB)* and Local Authority Designated Officer (LADO) |  | Tel: 01628 683150 or if out of hours 01344 786543 (Emergency Duty Team)Email: Mash@achievingforchildren.org.uk |
| Prevent Governor/Governor responsible for Safeguarding | Andrew McGregor | Email via the School Secretary at schoolsec@papplewick.org.uk Tel: via the school at 01344 621488 |
| Local Authority Designated Officer | Julie Fisher | Windsor and Maidenhead Town Hall Tel: 02088917370 or 07774 332675 |
| School Doctor | Dr Prash Patel | Tel: 01344 637800 |
| Childline |  | Tel: 0800 1111 |
| Ofsted |  | Tel: 08456 404040 |
| The Office of the Children’s Commissioner |  | Tel: 0800 528 0731 |
| NSPCC |  | Tel: 0800 136 663 |

\*The Designated Safeguarding Lead has the status and authority to take responsibility for child protection and safeguarding matters within Papplewick and liaise with external agencies.

\*LSCB (Local Safeguarding Children’s Boards) is now known as **MASA** (Multi-Agency Safeguarding Arrangements). This has changed because the LSCB is now no longer funded by the local borough.

**Section A:** Information for members of staff

1. **Aims**

**Child Protection is always a top priority at Papplewick.**

We at Papplewick recognise that it is our objective and our duty to safeguard from harm, protect against maltreatment, and actively to promote the welfare of, each individual child. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

The focus of our policies is upon positive welfare outcomes for our children and upon reducing any risks to both boarders and dayboys while they are at school.

We seek to create an atmosphere in the School where all children feel secure and valued. This is our primary aim. All welfare provision is directed towards this goal, whether the provision is a matter of people, premises, policies or practices.

We recognise that all members of staff have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is of paramount concern. Staff aim to promote the welfare of children in preventing impairment of children’s mental as well as physical health and development. Staff have an understanding that mental health problems can be an indication of abuse, neglect or exploitation.

It is important for staff always to speak to the Designated Safeguarding Lead (and any Deputies) who is most likely to have a complete safeguarding picture.

The School prohibits the use of corporal punishment.

The Governing Body recognises that it is their objective and their duty to safeguard from harm, and actively to promote the welfare of each individual child at Papplewick.

Where there is a safeguarding concern, children’s wishes and feelings should be taken into account when determining what action to take and what services to provide. Children and young people should know that their concerns will be treated seriously and they can safely express their views. The reporting of abuse should be well promoted, easily understood and easily accessible for children. This is done through Papplewick’s PSHEE and the tutoring/Form system.

1. **Legislation and Statutory Guidance**

The School’s policies and practices follow the Education Act 2002 Section 175 (Regular Compliance – ISSRs and National Minimum Standards for Boarding) and take into account the Pan Berkshire Local Safeguarding Children Board’s Child Protection Procedures (January 2019), which may be viewed at <http://proceduresonline.com/berks/>.

They also have regard to the Children Act 1989, ‘Prevent Duty’ under Section 26 of the Counter-Terrorism and Security Act 2015, and to the documents ***Keeping Children Safe in Education*** (DfE, September 2019) and ***Working Together to Safeguard Children***(DfE, February 2019). All staff receive a copy of Part One of *Keeping Children Safe in Education* (DfE, September 2019), the School’s Safeguarding Policy, Behaviour Policy and the Staff Code of Conduct (which also forms part of this Safeguarding Policy and a copy of which may be obtained from the School Office), and must sign a document stating that they have read and understood the contents. All staff who are directly engaged in working with children are required to read at least Part One and Annex A of *Keeping Children Safe in Education* (DfE, September 2019), and understand the documentation in relation to the School. All staff are made aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Please see a job description for the Designated Safeguarding Lead (DSL) at Appendix A.

As required by legislation, Relationship Education, Relationship and Sex Education and Health Education which reflects part of a mandatory curriculum is taught during the school’s scheduled PSHE lessons. The Sex Education element for Years 7 and 8 will commence being taught in April 2021.

Papplewick may share, hold and use information to identify and tackle abuse and neglect and promote children’s welfare has been included. Further clarification is documented in the KCSiE, 2021.

1. **Anti-Abuse Statement**

The School understands that abusive behaviour may occur between children (peer-on-peer) and also between adults and children. These incidents may be of a physical, emotional, or sexual nature, or be through neglect.

At Papplewick:

1. We are against all kinds of physical abuse and aggressive behaviour (see the Anti Bullying Statement) and we condemn violence in all its forms. We seek to protect all pupils from any accident, unnecessary injury or mishap that would cause them harm.
2. We realise that emotional abuse can take place where persistent emotional ill treatment of a child adversely affects his emotional development by lowering his self-esteem. In a complex relationship, there is often an element of control or power where a person who is physically or emotionally stronger, or who is more intelligent, abuses another who may be physically weaker, emotionally fragile who is less quick-witted or receives special educational needs support (SEN). This behaviour is likely to be repeated over time. The lowering of self-esteem and emotional abuse can also be caused by parental neglect or feelings of being unwanted by family members. The emotional consequences of divorce have the potential to be deep and long lasting in a child of prep school age. We will act in a way to help counter and eradicate all forms of emotional abuse.
3. We conclude that it is often difficult to discern the moment when what is normal sexual behaviour in pre-teenage boys begins to become sexually abusive. We recognise that where there is a power relationship (in which intimidation is used) or where there is a relationship between pupils from different age groups with a high degree of secrecy, then there may be sexual abuse.
4. We understand that ensuring that pupils are protected from radicalisation and extremism is a safeguarding issue.
5. We understand that children going missing in education may be a safeguarding issue.
6. We recognise that any child may benefit from early help and are particularly alert to the potential need for early help for a child who:
* is disabled and has specific additional needs;
* has special educational needs (whether or not they have a statutory education, health and care plan);
* is a young carer;
* is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
* is frequently missing/goes missing from care or from home;
* is misusing drugs or alcohol themselves; or
* is at risk of modern slavery, trafficking, or exploitation.

Papplewick School and its staff form part of a wider safeguarding system for children (as described in the statutory guidance *Working together to Safeguard Children* (DfE, February 2019). Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone,** who comes into contact with children and their families and carers, has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all members of staff must ensure that, at all times, they consider what is in the best interests of the children.

Every person who comes into contact with a child has a role to play in identifying concerns, sharing information and taking prompt action. There is no place for abuse of any kind in our community and we will do all in our power to prevent any incidents of physical, emotional or sexual abuse at our school.

**Contextual Safeguarding**: The School is aware that safeguarding incidents and/or behaviours can be associated with external factors and/or can occur between children outside the School. All members of staff, but especially the Designated Safeguarding Lead (or Deputy), should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and/or welfare. Children’s social care assessments should consider such factors, so it is important that schools provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

1. **Categories and indicators of abuse and neglect**

Members of staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**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 adults or adults or by another child or children.

**(i) Physical Abuse**

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

**The following may be indicators of concern:**

* An explanation which is inconsistent with an injury;
* Several different explanations provided for an injury;
* Unexplained delay in seeking treatment;
* Parents/carers are uninterested or undisturbed by an accident or injury;
* Parents are absent without good reason when their child is presented for treatment;
* Repeated presentation of minor injuries (which may represent a ‘cry for help’ and, if ignored, could lead to a more serious injury) or may represent fabricated or induced illness;
* Repeated use of different doctors, A&E departments and other forms of direct health provision;
* Reluctance to give information or mention previous injuries; and
* Injuries such as bruising, bite marks, burns and scalds, fractures and scars.

**(ii) Emotional Abuse**

**Emotional abuse** is 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 he or she meets 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 (e.g. interactions beyond the child’s developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participation 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 and corruption of a child.

Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.

**Recognition of emotional abuse is usually based on observations over time. Associated indicators include the following:**

Parent/carer and child relationship factors

* Abnormal attachment between a child and parent/carer (e.g. anxious, insecure or avoidant, indiscriminate or no attachment);
* Indiscriminate attachment or failure to attach;
* Conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person (e.g. persistent negative comments about the child or ‘scapegoating’ within the family);
* Developmentally inappropriate or inconsistent expectations of the child which are outside what is considered reasonable and acceptable cultural/legal norms (e.g. over-protection, limited exploration and learning, interactions beyond the child’s developmental capability, prevention of normal social interaction); and
* Causing children to feel frightened or in danger (e.g. witnessing domestic violence, seeing or hearing the ill treatment of another).

Child Presentation concerns

* Behavioural problems (e.g. aggression, attention seeking, hyperactivity, poor attention);
* Frozen watchfulness, particularly in pre-school children;
* Low self-esteem, lack of confidence, fearful, distressed, anxious; and
* Poor peer relationships including withdrawn or isolated behaviour.

Parent/carer related issues

* Dysfunctional family relationships including domestic violence;
* Parental problems that may lead to lack of awareness of child’s needs (e.g. mental illness, substance misuse, learning difficulties) and
* Parent or carer emotionally of psychologically distant from child.

**(iii) Sexual Abuse and Violence**

**Sexual abuse and violence** involve 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.

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 abuse, as can other children.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

**Behavioural indicators of sexual abuse and violence may include:**

* Inappropriate sexualised conduct;
* Sexually explicit behaviour, play or conversation, inappropriate to the child’s age;
* Continual and inappropriate or excessive masturbation;
* Self-harm (including eating disorder), self-mutilation and suicide attempts;
* An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties); and
* Running away.

**(iv) Neglect**

**Neglect** involves 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 and development.

Neglect may occur during pregnancy, for example, 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 or shelter (including exclusion from home or abandonment);
* Protect 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.

**Child-related indicators include**:

* Non-organic failure to thrive/faltering growth, with accompanying weight loss or speech/language delay;
* Delay in achieving developmental, cognitive and/or other educational milestones;
* Unkempt or inadequately clothed, dirty or smells;
* Perceived to be hungry frequently;
* Listlessness, apathetic demeanour and unresponsiveness with no apparent medical cause;
* Anxious attachment; aggression; indiscriminate friendliness;
* Recurrent/untreated infections of skin conditions (e.g. eczema or persistent head lice/scabies);
* Unmanaged/untreated health/medical conditions including poor dental health;
* Frequent accidents or injuries;
* Frequent absences from or late arrival at school; and
* Poor self-esteem.

**Indicators in the care provided include:**

* Failure by parents or carers to meet the basic essential needs (e.g. adequate food, clothes, warmth, hygiene);
* Failure by parents or carers to meet the child’s health and medical needs (e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy);
* A dangerous or hazardous home environment (e.g. failure to use home safety equipment and risk from animals);
* Poor state of home environment (e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation, passive smoking, and lack of adequate heating);
* Lack of opportunities for child to play and learn;
* Child left with adults who are intoxicated or violent; and
* Child abandoned or left alone for excessive periods.
1. **Child Sexual Exploitation (CSE) & Victims of Abuse**

This is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person exploiting them.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following may be indicators of sexual exploitation:

* Children who appear with unexplained gifts;
* 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 wellbeing;
* Children who misuse drugs or alcohol;
* Children who go missing for periods of time or regularly come home late; and
* Children who regularly miss school or education or who do not take part in education.

The vulnerability of children involved in criminal exploitation is not always recognised by adults and professionals and that indicators of exploitation are different for boys and girls. Child sexual exploitation is a form of sexual abuse and can be a one-off occurrence or might happen over time. All children and young people, including 16- and 17-year-olds, can experience child sexual exploitation.

See *Child sexual exploitation: definition and a guide for practitioners, local leaders and decision makers working to protect children for child exploitation* (DfE, February 2017)

All staff should be able to reassure victims of abuse that they are being taken seriously and will be supported. Children and young people should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

1. **Peer-on-Peer Abuse**

As a boarding school, Papplewick is particularly alert to pupil relationships and the potential for such abuse and that there is a zero-tolerance approach to peer-on-peer abuse. All members of staff are taught to be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include (but is not limited to) bullying (including cyber-bullying), gender-based violence, grooming, inappropriate or harmful sexualised play (younger children), sexual assaults, sexting, gender issues within groups of girls and boys and initiation ceremonies (“hazing”). It is importance to recognise that even if there are no reported cases of peer-on-peer abuse, this doesn’t mean it’s not happening here at Papplewick.

All staff should be made aware that ‘upskirting’ is now a criminal offence. ‘Upskirting’ is “taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm” *Keeping Children Safe in Education* (DfE, September 2019).

Peer-on-peer abuse will never be normalised, tolerated or passed off as “banter” or “part of growing up”.

If a member of staff suspects a child is at risk of or experiencing peer-on-peer abuse or that the child is abusing their peers, he or she should discuss their concerns with the Designated Safeguarding Lead so that a course of action can be decided. It is important that both staff and children understand the systems in place for children to report abuse, which is communicated at different levels including the tutoring system, assemblies and PSHEE lessons as the main channels.

A decision will be made on whether to:

* report to Children’s Social Care and/or the police;
* undertake an early help assessment; or
* manage internally with or without support from external agencies.

When dealing with peer-on-peer abuse it is important that the victim’s welfare remains of paramount importance. When managing peer-on-peer abuse internally, the School will:

* Act quickly and sensitively;
* Gather the information from all parties concerned to obtain the relevant facts; and
* Only ask open questions to obtain clarity.

When deciding the next course of action, the School will consider:

* Was the act deliberate and with the intent to cause physical or emotional harm?
* Has the child experienced this abuse before?
* Has the child done this before?
* Does the child understand the impact of their behaviour on others?

All the pupils involved (whether perpetrator or victim) will be treated as being “at risk”. Where there is reasonable cause to suspect a child is suffering, or likely to suffer, significant harm, the allegation will be referred to Children’s Social Care. The Designated Safeguarding Lead follows local multi-agency procedures. Where appropriate, the matter will be dealt with under the School’s Anti-Bullying Policy with the use of relevant disciplinary sanctions. The victim will be fully supported through the pastoral care system.

Peer-on-peer abuse can impact a child or young person in many ways, so it is important to promote a culture where members of staff understand what it is and what can influence a child’s behaviours. Every opportunity within the curriculum is taken to help teach pupils that the behaviour is not the norm and that it is unacceptable in any situation.

All staff should understand the importance of challenging inappropriate behaviour between children and young people. Staff should also recognise that downplaying certain behaviours as “just banter” or “boys being boys” can lead to a culture of unacceptable behaviour, an unsafe environment for children and young people and a culture that normalises abuse. Staff should understand that even if there are no reports of peer-on-peer abuse in their school, this doesn’t mean it is not happening. If staff have any concerns about peer-on-peer abuse, they should speak to the designated safeguarding lead (DSL) or a deputy.

1. **Bullying and Cyber-bullying**
* Where there is reasonable cause to believe that a pupil is suffering (or is likely to suffer) significant harm, a bullying issue must be treated as a child protection issue and the School’s safeguarding procedures must be followed.
* This includes cyber-bullying, and ‘sexting’ (also known as youth produced sexual imagery) and examples of ‘banter’.

The School recognises the advice from the United Council for Child Internet Safety (UKCCIS) *Sexting in schools and colleges: responding to incidents and safeguarding young people* alongside guidance in *Searching, Screening and Confiscation* (DfE, January 2018).

**Guidance for Staff re cyber-bullying**

* The School aims to teach safe internet practice and etiquette. All pupils and staff must sign the School’s Acceptable Use Policies – obtained from the IT department.
* The School’s Policy applies to all electronically generated images.
* The School provides guidance on personal privacy, material posted on any electronic platform and the management of photographic images.
* Members of the boarding staff are required to collect in all pupils’ mobile phones at bedtime within the boarding house.
* Pupils may only use their mobiles during their designated free time and dormitory hours.
* Pupils may not use their mobiles downstairs, except when going on half term/exeats.
* Personal laptops for both staff and pupils must be fitted with suitable security software as deemed acceptable by our IT department – this may include our own security software.
* The School seeks to educate parents as well as pupils on matters of e-safety through lectures and guidance bulletins from the School.
* The School aims to increase raise awareness about and knowledge of the pupils’ use of technology through the use of annual surveys.
* Should any equipment belonging to a pupil be misused, the equipment should be confiscated immediately. If a pupil is misusing a school computer, he should be removed from the computer immediately. He will have his access limited or stopped for a time.
* The member of staff must report any instance of cyber-bullying to the Deputy Headmaster and handover any confiscated hardware. The Deputy Headmaster will liaise directly with the Head of ICT on technical issues and keep the Headmaster informed of progress.

**Guidance to be given to pupils, who are victims of cyber-bullying**

* Always tell someone you can trust.
* Don’t reply to the message; keep it, don’t delete it.
* Make sure only your family and good friends have your mobile number.
* Never reply to someone on email, whom you do not know.
* Never give out your personal details to someone that you don’t know.
* Never embarrass or harass a person by forwarding or sending texts or images of that person to others.
* Never spread other pupils’ phone numbers or computer passwords.
* Never give out your passwords to your mobile or email accounts.
* Don’t lend your phone to anyone.
* Do not have ‘friends’ online that you have not met in the ‘real world’.
1. **Children missing from education, home or care (CME)**

A child 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 child criminal exploitation from education. It may indicate health problems, risk of substance abuse, risk of travelling to conflict zones, radicalisation as well as risk of female genital mutilation or risk of forced marriage for female siblings. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risk of a child going missing in future. Members of staff shoukd be aware of their role, and the School’s unauthorised absence and children missing from education procedures.

The Registrar at Papplewick will notify the Local Authority that a pupil’s name is to be deleted from the admission register when a child leaves the School outside of the usual expected leaving age (i.e. at a non-standard time). The Registrar will also notify the pupil’s Local Authority. Where reasonable possible, Papplewick will try to hold more than one emergency contact number for each pupil (DfE, Keeping Children Safe in Education, September 2019).

The Registrar will supply the following: full name of the pupil; full name and address of any parent with whom the pupil lives; at least one telephone number of the parent with whom the pupil lives; full name and address of the parent with whom the pupil is going to live; date the pupil is expected to start living there; and the name of pupil’s destination school and the pupil’s expected start date there.

1. **Missing Pupil Policy**

Members of staff are aware of the School’s Missing Pupil Policy, which takes into account guidance from *Children who run away or go missing from home or care* (DfE, January 2014).

The School follows guidelines in KCSIE (DfE, September 2021) to hold more than one emergency contact number for each pupil, thereby giving the School additional options to make contact with a responsible adult when a child missing education is also identified as a welfare/and or safeguarding concern.

The School complies with all aspects of *Children missing education; statutory guidance for local authorities* (DfE, September 2016).

If it is suspected that a child has gone missing, the Headmaster should be informed immediately or, in the absence of the Headmaster, the Deputy Headmaster or the most senior member of staff on site. The fire alarm will then be set off and a roll call taken to establish whether or not the boy is missing. A thorough search of the grounds and buildings will then be carried out. If the pupil is not found, the Police will be informed immediately along with the pupil’s parents or guardians.

The same procedure will apply, if a pupil is missing at night.

If a boarder fails to return after an exeat, half-term, or holiday without explanation, a Houseparent will telephone his parents to establish his whereabouts.

The Headmaster will keep a record of any incidents involving missing pupils. On the return of a missing pupil, consideration will be given by the Headmaster, in consultation with his Parents, Tutors, Form Teachers, Houseparents, School Nurse, or School Doctor as relevant, as to the most appropriate course of action. Such a course may include an element of discipline, but proper consideration will be given to the support that such a pupil is likely to need including the possibility of counselling or other specialist professional assistance.

1. **Honour Based Violence (HBV), Female Genital Mutilation, Forced Marriage**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, members of staff should speak to the Designated Safeguarding Lead (or Deputy). Staff need to be alert to the possibility of a child being at risk of HBV, including siblings of pupils at the School, or already having suffered HBV.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs can be found on pages 38-41 of *The Multi Agency Statutory Guidance on FGM* (DfE, April 2016).

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,

The School recognises the mandatory duty on all teachers and health professionals to report disclosures on FGM to the police (Section 5B of the FGM Act 2003, as inserted by Section 74 of the Serious Crime Act 2015).

1. **Looked after children**

The School recognises the additional vulnerability of looked after and previously looked after children. In the event of Papplewick taking any ‘Looked after children’, the School will appoint a designated teacher to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training.

1. **Private Fostering**

This is when a child under the age of 16 (under 18, if disabled) is cared for by someone who is not their parent or a ‘close relative’. This is a *private* arrangement made between a parent and carer, for 28 days or more. Papplewick will inform the Local Authority, if the School becomes aware of a child or young person who may be subject to private fostering arrangements.

1. **Children with special educational needs and disabilities**

The School recognises that additional barriers can exist in recognising abuse and neglect in this group of children. Further exploration will always be made of indicators of possible abuse such as behaviour, mood and injury, It is understood that children with SEN and disabilities may be disproportionately impacted by behaviours such as bullying without outwardly showing any signs. They may also be more prone to isolation. Every effort will be made in such cases to overcome any communication barriers.

1. **Reasonable force**

There are circumstances where it is appropriate for staff to use reasonable force to safeguard children and young people. The term ‘reasonable force’ covers the broad range of actions used by members of staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. ‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of a classroom. Members of staff should consult the School’s Reasonable Force Policy.

The School does not have a ‘no contact policy’. Whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the member of staff concerned and should always depend upon individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, the School recognises the additional vulnerability of these groups and, if necessary, will draw up individual behaviour plans for more vulnerable children, agreeing them with parents and carers, as appropriate.

1. **Preventing radicalisation**

Children are vulnerable to extremist ideology and radicalisation. There is not a single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the Internet). As with other safeguarding risks, members of staff should remain alert to changes in a pupil’s behaviour which could indicate that they may be in need of help or protection.

The School is aware of its duty under the *Counter Terrorism & Security Act* 2015 *(The Prevent Duty)* to have due regard to the need to prevent pupils from being drawn into terrorism. The same safeguarding procedures apply where there are concerns about children who may be at risk of being drawn into terrorism. The Designated Safeguarding Lead is also the Designated Prevent Lead.

1. **Criminal Exploitation – County Lines**

The School should be aware of the potential risks of children being used to carry drugs or money from urban to rural areas. 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.

* Members of staff should familiarise themselves with signs of criminal exploitation where initial contact and recruitment is often established through social media sites.
* Such abuse can affect any vulnerable child.
1. **Domestic Abuse**

Domestic abuse involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse *involving individuals who are, or have been, intimate* partners or family members regardless of gender or sexuality.

* Members of staff should recognise that abuse can encompass, but is not limited to, psychological, physical, sexual, financial and emotional. The exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children.

* Members of staff should recognise that in some cases a child may blame himself or herself for the abuse or may have had to leave the family home as a result.
* Should members of staff have any concerns that some form of domestic abuse has taken place, then they must report it immediately, where possible to the Designated Safeguarding Lead.

* Links to advice on identifying children who are affected by domestic abuse can be found in Annex A of *Keeping Children Safe in Education* (DfE, September 2019)
1. **Children and the Court System and Children with family members in prison**

It is recognised that where children are required to give evidence in criminal courts either for crimes committed against them or for crimes they have witnessed, they are likely to be vulnerable. It is recognised that a similar vulnerability exists for those children with family members in prison. Further advice on both issues can be found in Annex A of *Keeping Children Safe in Education* (DfE, September 2019)

1. **Homelessness**

The School recognises that homelessness, or being at risk of becoming homeless, presents a real risk to a child’s welfare. Although unlikely to occur in a Papplewick context, further advice on this issue can be found in Annex A of *Keeping Children Safe in Education* (DfE, September 2019).

1. **Mental Health**

The school recongises that mental health problems can be an indication of abuse, neglect or exploitation. Recognition that staff are well placed to identify behaviour which may indicate that a child is experiencing mental health problems or is at risk of developing one. Staff should immediately raise any mental health concerns which are also safeguarding concerns with the Designated Safeguarding Lead (**DSL**) or deputy, and follow their child protection policy. Staff must be aware of how adverse experiences, like abuse and neglect, can have a lasting impact on a child’s mental health, behaviour and education. Staff must recognise their role in supporting their pupils’ mental health.

Resource to help staff support children and young people’s mental health: DfE guidance on mental health and behaviour in schools (DfE, 2018).

Additional information has been added about the DfE’s programme to help schools prevent and tackle bullying and support pupils whose mental health problems manifest themselves in behaviour. The DfE has published advice and guidance for schools on these topics, which might also be helpful for colleges (DfE, 2018; 2017).

1. **Serious Violence**

Staff need should understand the risk factors that might increase the likelihood of involvement in serious violence.

Risk factors include:

1. being male
2. having been frequently absent or permanently excluded from school
3. having experienced child maltreatment
4. having been involved in offending, such as theft or robbery

Staff should provide as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm.

When record keeping, records should include:

1. a clear and comprehensive summary of the concern.
2. details of how the concern was followed up and resolved
3. a note of any action taken, decisions reached and the outcome
4. **Home Elective Education**

If a parent or carer expresses their intention to educate a child at home, the local authority, school and other key professionals should work together to coordinate a meeting with the parent or carer. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker. Papplewick should be familiarize itself with the guidance for local authorities on elective home education (DfE, 2019).

1. **Child Sexual Violence and Harassment**

Staff should recognise that children and young people might not find it easy to talk about their abuse verbally. Staff should be aware of signs and behaviours that might indicate abuse. Staff might also overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child.

Managing a report requires regularly reviewing of actions to look for patterns of concerning behaviour.

Unsubstantiated, unfounded, false or malicious reports: In these cases, the DSL should consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else.

Safeguarding and supporting the victim: A reminder for staff that they should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy has been included.

**Section B:** Managing safeguarding and child protection

1. **Countering Abuse**

Members of staff are committed to the following principles in countering abuse:

* As promoters of our pupils’ physical, emotional and spiritual welfare, we must seek to meet the individual needs of each pupil.
* We must recognise the potential for ‘grooming’ activity through the Internet or through ‘gaming’ activity.
* We must aim to promote a ‘listening culture’, where all pupils’ views and concerns are heard.
* We must help pupils to see that it is okay to talk and challenge the ‘macho’ stereotype (where suffering in silence is the only ‘manly’ way to behave) so that boys learn to express feelings and aspirations. They must know that they can talk to anyone, anytime.
* We must lead by example.
* We must use common sense.
* We must be fair.
1. **Guidance for staff in dealing with cases of Child Protection**
* Allegations can be made against any member of staff (including the Headmaster), volunteers or pupils.
* The School’s Whistleblowing Policy forms part of this Policy. However, staff are obliged to report immediately to the Designated Safeguarding Lead, Children’s Services, or Ofsted (08456 404040) any safeguarding concern or allegation about the School’s practices or the behaviour of colleagues, which are likely to put the pupils at risk of abuse or other serious harm. **Note that any member of staff can make a referral directly to Children’s Services.** Immunity will be provided from retribution or disciplinary action for such staff whistleblowing in good faith.
* Staff must follow exactly the same procedures for reporting Prevent concerns as in the paragraph above.
* In addition, members of staff may also contact the local Prevent Officers within Thames Valley Police at prevent@thamesvalley.pnn.police.uk, or the Department for Education may be contacted on their helpline (Telephone: 0207 340 7264) to enable members of staff to raise concerns relating to extremism directly or, if not an emergency, by email to counter-extremism@education.gsi.gov.uk
* Should a pupil’s welfare not be improving, the staff member with concerns should press for re-consideration or make the referral directly themselves.
* Members of staff should also be aware that allegations could be made by one or more pupils against another.
* If a member of staff has safeguarding concerns or an allegation about the Headmaster, he or she will inform the Chairman of Governors without informing the Headmaster first and/or the Local Authority Designated Officer directly. In the case of serious harm, the police must be informed from the outset.
* In the event of an allegation, whether by an adult or by a pupil, immediately inform the **Designated Safeguarding Lead, Mark Burley,** of the matter**.** He is under an obligation to notify Children’s Services of an allegation of abuse within twenty-four hours of a disclosure or suspicion of abuse. The contact details for the **Multi Agency Safeguarding Hub (MASH), the Duty Social Workers** and **LADO** are above**.**
* If the Designated Safeguarding Lead is absent, please inform the Deputy Designated Safeguarding Lead, Roger Wood, or in his absence as well, please inform the Headmaster.
* I**f a child is in immediate danger, call the Police on 999.**
* The School and Designated Safeguarding Lead should maintain links with relevant agencies when children and families are seeking support and help under the Multi-Agency Team (MAT) arrangements or under Children in Need planning. When planning, the Designated Safeguarding Leading should reflect upon local procedures and protocols in conjunction with the MATs overarching child protection policy.
* The Designated Safeguarding Lead must follow the advice given by Children’s Services, LADO, and/or Police (including the Channel process in the event of a case involving Prevent) and such advice must be recorded. Collaboration with all key agencies by the Designated Safeguarding Lead is of the utmost importance from first contact being made. Such collaboration may lead to any number of outcomes, including a Strategy Discussion, a Child Protection Conference, or the use of the ‘Common Assessment Framework’ or ‘Team around the Child’.
* The Designated Safeguarding Lead must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the School’s permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority.
* The Designated Safeguarding Lead should inform parents that a referral is being made unless advised not to by Social Services. Consent is not required where there are reasonable grounds to believe that a child is at risk of significant harm. In addition, the parent with parental responsibility should always be informed by the Designated Safeguarding Lead, if an allegation is made against the other parent unless advised not to do so by Children’s Services.

All notes regarding a safeguarding or child protection matter will be kept on a separate file by the Designated Safeguarding Lead. Each file is then stored in a separate locked filing cabinet in the Headmaster’s office. Any notes held on computers will be password protected

Summary of guidance to staff in responding to a safeguarding or child protection incident:

* Do not rush in;
* Listen to both/all sides of those who saw what happened;
* Try to unravel the sequence of events but do not ask leading questions. Not ‘did he hit you on the arm?’ but ‘what did he do next?’
* Be aware of the possibility of ‘reverse bullying’, where younger boys have ganged up on an older boy to wind him up;
* Don’t spring into action; listen and take time;
* Check that you asked all the witnesses for their view;
* Reflect before acting;
* Make notes; and
* Report the matter as soon as possible.
1. **Key professional guidelines**

Members of staff should at all times follow the School’s Staff Code of Conduct (policy obtained from Human resources department). However, the following should never take place at any time:

* Corporal punishment (see the School’s Use of Reasonable Force Policy);
* Punishments outside the School’s disciplinary system (e.g. deprivation of food);
* Ridicule, humiliation;
* Favouritism; or
* Inviting individual boys into a staff room or private accommodation.
1. **Privacy and personal space**

Members of staff should respect pupils’ privacy and private space, particularly in the lavatories, changing room, showers, dormitories and common rooms during free time. They should supervise, not watch.

Members of staff should recognise upstairs in the dormitories as home for the pupils during term. They should be more relaxed at such times but continue to respect the boys’ personal space.

It is inappropriate for members of staff to go into pupils’ dormitories after lights-out. Permission should be sought from a Matron or Houseparent. If a member of staff needs to enter a dormitory after lights-out for a disciplinary or any other reason, lights should be switched back on before entry is made.

GAP students should not meet with pupils in their private rooms under any circumstances.

1. **Staff supervision of pupils**

During periods of evening duty, senior members of staff can be located as follows:

Will Hollis (Junior Houseparent) in his flat in the main building; Laetitia Langue (Year 7 Houseparent) in her flat in the main building; Mark Burley (Deputy Headmaster) in the Bungalow; John and Hayley Nutter (Year 8 Houseparents) in their flat in the Year 8 boarding house; Tom Bunbury (Headmaster) in New Lodge.

When on duty, members of staff should remember to monitor the pupils’ common rooms regularly. They should include the squash courts on their circuit as well as the changing rooms and dormitories in free time. In addition to the normal supervision areas (e.g. Sports Hall gallery, games room, stage, music school practice rooms, and computer suite), members of staff should visit the school boundaries where the ‘dens’ are in Spring and Summer Terms.

Staff are required to remain particularly watchful at the following times:

* Between lessons (particularly if a class is waiting outside a teaching room for a lesson to finish);
* During reading after lunch; and
* In the queue before lunch and tea.

Although the changing room is supervised before and after games, members of staff must be mindful of its attraction to pupils as a centre for recreational activities during free time.

It is understood by Papplewick that the services or activities it provides involving direct supervision from staff, that arrangements for child protection will apply. If another organisation is providing services or activities on the site, the school is responsible to ensure that appropriate safeguarding and child protection policies and procedures are in place.

1. **Staff one-to-one contact with pupils**

The following guidance applies to all staff:

* If speaking to an individual pupil in a room, members of staff should either leave a door open or position themselves so that they can be seen through either a window or glass in the door.
* Members of staff should not meet individual pupils in private accommodation under any circumstances with the exception of female Houseparents or Assistant Houseparents for compassionate reasons when a pupil is distressed.
* The School Nurse may see a pupil on his own for medical reasons.
* A member of staff may meet with two or more boys in private accommodation (onsite staff) but this should be restricted to social ‘treats’ such as ‘tutor’s feasts’ or ‘Nutter, or Toastie Nights’. It is good practice to notify the pupils tutors or another member of staff regarding the arrangement.
* Members of staff should not communicate with pupils on a private or social basis either by e-mail or through social networking sites. Communication about academic work by e-mail is acceptable.
* Members of staff should not convey an individual pupil by car for any reason other than to a medical appointment, for a medical emergency, or taking a pupil to the airport or on a school visit. When such instances occur, members of staff must record the journey and names of pupils in the relevant file in the staffroom. Female Houseparents or Assistant Houseparents may convey an individual pupil in order to purchase uniform, shoes or to have a haircut. The school does employ a taxi firm for conveying boys to airports or stations at the end of term. This type of arrangement is organised privately with Papplewick staff and those known to Papplewick staff all of whom have all been DBS checked through the school.
* Members of staff should be aware that any form of physical contact with a pupil has the potential to be misconstrued and could result in an allegation. However, when looking after pupils in the 6 to 13 age range, it is recognised that there can be occasions when physical contact is appropriate in exercising compassionate pastoral care. Where such contact is appropriate (for instance, when a pupil is injured or in considerable distress), members of staff should ensure that they are clearly visible to other adults or pupils to avoid any possibility of their actions being misconstrued.
1. **Training**
* The Designated Safeguarding Lead and Deputy DSLs will receive training in child protection and inter-agency working, which must be updated every two years.
* The DSL and Deputy DSL are to complete their Level 3 Safeguarding qualification at the soonest opportunity after being appointed to the role and renewed every two years thereafter.
* Important safeguarding issues and whistleblowing procedures are discussed at the induction of new staff before they start work.
* The latest versions of Working Together to Safeguard Children (DfE, February 2019) and KCSIE (DfE, September 2019) is read and signed by staff as understood at the start of each academic year.
* Designated Safeguarding Leads and their Deputies, who may be new into their roles, undertake an induction and handover with the outgoing DSL, which is recorded in the staff’s CPD files.

* Newly appointed Designated Safeguarding Lead and Deputies must complete the ‘DSL new to the role’ online course provided by ‘Achieving for Children’.
* The DDSL and the DSLs must attend a termly ‘twilight’ ‘Network Meeting for Safeguarding Leads and Deputies’, which is organised by the ‘Achieving for Children’.

* Members of staff will complete on an annual basis an Educare module of matters relating to safeguarding nature.
* All members of staff receive appropriate training in safeguarding and child protection. Temporary and voluntary staff who work with children will also be made aware of the School’s child protection and safeguarding arrangements. Members of staff receive safeguarding and child protection updates (for example, via email, bulletins and staff meetings), as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
* The Prevent Governor, Prevent Safeguarding Lead, and Deputy Prevent Safeguarding Leads are required to complete the Educare Prevent Training Module.
* All members of staff are required to complete a Prevent/Channel Awareness on-line course at <http://course.ncalt.com/Channel_General_Awareness/01/index.html>
* Induction training will be provided for all members of staff (including ancillary staff and volunteers newly appointed). Safeguarding INSET takes place on a termly basis for all new staff who join the School, which is delivered by the Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead.
* All members of staff are required to read at least Part One and Annex A of *Keeping Children Safe in Education* (DfE, September 2019), and understand the documentation in relation to the School.
* All members of staff are issued with a wallet-sized card with key points for safeguarding and child protection for easy reference.
* Senior pupils with positions of responsibility are briefed over appropriate action to take should they receive an allegation of abuse or have concerns.
* Relevant members of staff are trained in safer recruitment processes through Educare online modules and courses.

* Governors are required to complete the NSPCC’s online course on Safeguarding in Schools.

**Section C:** Safer Recruitment

1. **Safer Recruitment**

All members of staff, who are appointed to a position in the School, are subject to recruitment checks in line with DCSF Standard 4 and National Minimum Boarding Standard 14, and Governors to DCSF Standard 4B.

When appointing new staff and volunteers, the School will do the following:

* Verify a candidate’s identity from current photographic ID and proof of address;
* Obtain a certificate for an enhanced DBS check with a barred list information where the person will be engaging in regulated activity;
* Obtain a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available and provide in writing risk assessed arrangements with the individual subject to fortnightly reviews;
* Obtain two satisfactory references for the member of staff;
* Check that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the Employer Access Online service;
* Check that a candidate to be employed in a relevant position is not subject to a prohibition from management order;
* Verify the candidate’s mental and physical fitness to carry out their work responsibilities;
* Verify the person’s right to work in the UK;
* Ensure the candidate signs the school ‘Disqualification Declaration’ under the Disqualification under the Childcare Act 2006 (by association);
* If the person has lived or worked outside the UK, make any further checks the School considers appropriate and verify professional qualifications, as appropriate;
* If the person is to carry out ‘teaching work’ and is from a country within the European Economic Area, checks will be made through the NCTL Teacher Services system as to whether sanctions or restrictions have been imposed by another EEA professional regulating authority for teachers;
* Require successful applicants to sign a declaration that they have received, read, and understood in the context of the school Part One of Keeping Children Safe in Education (DfE, September 2019) and Annex A, the School’s Safeguarding Policy, the Behaviour Policy, the safeguarding response to children who go missing in education, and the Staff Code of Conduct. The Safeguarding Governor visits the school to carry out spot-checks on maintenance of the Single Central Register and members of staff’s regarding understanding of safeguarding.
* Staff files have a checklist inside the left-hand cover to assist with ensuring all relevant checks are completed before commencing work at the School.
* Staff induction will also include gaining an understanding of the role of the Designated Safeguarding Lead (including the identity of the DSL and any Deputies).
* Separate barred list checks should be carried out:
* for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced certificate with barred list information from the Disclosure and Barring Service (DBS)
* where a person has worked in a school or college in a role that brought them into regular contact with children and young people, and this role ended not more than three months prior to their new appointment.

**Section D**: Allegations of abuse made against teachers and other staff

**32. Dealing with allegations of abuse against staff**

* + - Procedures need to be applied with common sense and judgement and have regard to the guidance in *Keeping Children Safe in Education* (DfE, September 2019).
		- The LADO must be contacted by the School, and the School must not undertake its own investigations without prior consultation with the LADO.
		- Allegations found to be malicious will be removed from personnel records.
		- Records will be kept of all other allegations but any that are false, unsubstantiated, unfounded or malicious will not be referred to in employer references.
		- The school must give consideration to where a staff member has ‘behaved or may have behaved in a way that indicates they may not be suitable to work with children’. This is to take account of situations where a person’s behaviour outside school may suggest ‘transferable risk’. For example, where a member of staff or volunteer is involved in an incident outside of school which did not involve children but could have an impact on their suitability to work with children’.

**33. Suspension of Staff**

Suspension should not be an automatic response to an allegation. It should only be considered if there is genuine cause to suspect a child or other children at the school to be at risk of significant harm, or if the allegation warrants investigation by the police, or if the allegation is so serious that it might be grounds for dismissal. Due weight should be given to the views of the LADO when considering suspending a member of staff. Where a member of staff is suspended pending an investigation of a child protection nature, he or she will be required to live in alternative accommodation off site and away from the pupils. Ordinarily, this would mean a member of staff moving into their own private property but, if not available, the School would find alternative arrangements for such accommodation for the member of staff.

**34. Link to Disclosure and Barring Service**

If any person’s services (whether employed, contracted, a volunteer or a student) are no longer used because he or she is considered unsuitable to work with children, the Headmaster will report this information to the Disclosure and Barring Service within a month of his or her departure. The referral must be with immediate effect, if the member of staff caused or posed any significant harm.

**35. Links to Teaching Regulation Agency**

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, the School is under a duty to consider making a referral to the Teaching Regulation Agency (TRA). The reasons such an order would be considered are: “unacceptable professional conduct”, “conduct that may bring the profession into disrepute” or a “conviction, at any time, for a relevant offence”.

**36. Abuse of trust**

All members of staff should clearly understand the need to maintain appropriate boundaries in their dealings with young people. The offence of ‘abuse of a position of trust’ is set out in the Sexual Offences Act 2003. The Act’s provisions mean that, subject to a number of limited defences, it would be a criminal offence for a person in a position of trust to engage in any sexual activity with a person aged under 18 with whom they have a relationship of trust, irrespective of the age of consent, even if the basis for their relationship is consensual. A relationship of trust exists one where a member of staff or volunteer is in a position of power or influence over a pupil or student by virtue of the work or nature of the activity being undertaken. All members of staff should ensure that their relationships with pupils are appropriate to the age and gender of the pupils and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys.

**37. Allegations or concerns that don’t meet the threshold**

Concerns that do not meet the harm threshold Governing bodies and proprietors should have policies and processes in place to deal with low-level concerns and allegations that don’t meet the harm threshold. Staff codes of conduct and safeguarding policies should explain what a low-level concern is and the importance of sharing concerns.

A low-level concern is any concern that an adult has acted in a way that:

• is inconsistent with the staff code of conduct, including inappropriate conduct outside of work

• does not meet the allegations threshold or is not considered serious enough to refer to the local authority designated officer (LADO).

Examples of low-level concerns could include:

• being over friendly with children

• having favourites

• taking photographs of children on their mobile phone

• engaging with a child one-to-one in a secluded area or behind a closed door

• using inappropriate sexualised, intimidating or offensive language.

To help prevent low-level concerns, staff codes of conduct, behaviour policies and safeguarding policies and procedures should be implemented effectively and appropriate action should be taken to deal with any concern.

Sharing concerns Low-level concerns should be reported to the DSL or a deputy. If there are concerns about a DSL, these should be reported to the headmaster. Papplewick aims to create an environment where staff are encouraged and feel confident to self-refer if they have found themselves in a situation which might be misinterpreted or they have behaved in a way that falls below professional standards.

Recording concerns:

The DSL or deputy should record all low-level concerns. Records should include the details of the concern, how the concern arose and the actions taken. Records should be reviewed so that patterns of concerning behaviour can be recognised and appropriate action can be taken.

**Section E:** Further safeguarding information and useful links

**38. Homestays**

The School recognises that in circumstances where we arrange for a visiting child to be provided with care and accommodation in The UK in the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay. In these circumstances, the School will consider what intelligence/information will best inform our assessment of the suitability of those families who will be responsible for the visiting child including whether it is necessary to obtain a DBS enhanced certificate with barred list information on the responsible adults concerned. The school does not take responsibility for the guardianship arrangements.

As a matter of course, details of the School’s safeguarding procedures and expectations are to be emailed to any families, who will be hosting pupils visiting Papplewick.

If members of staff are on a tour (or travelling with a party abroad) and the pupils are sent to the home of a family to which the child is not related, the responsible adults will be engaging in regulated activity for the period of the stay. In these circumstances, the School will use professional judgement to satisfy ourselves that the arrangements in place are appropriate and sufficient to safeguard effectively every child.

As good practice contact details of the host families must be shared with the members of staff involved in the trip in case of an emergency. Parents of pupils will also be kept informed of all such arrangements and will receive contact details of the host families concerned if requested.

Pupils will never be hosted on their own but always in pairs (as a minimum). They will receive a full briefing on what to do and whom to contact, if they feel unwell, uncomfortable or concerned about anything.

The School’s safeguarding expectations and procedures will be forwarded to the tour operators and any partner schools, who are responsible for the hosting.

Further advice on both issues can be found in Annex A of *Keeping Children Safe in Education* (DfE, September 2019).

**39. Visiting Speakers and Guests**

Visiting speakers to the School will be assessed for suitability. Permission to invite a speaker to the School, whether by a member of staff or pupil, should be sought from the Headmaster. He will assess their suitability through appropriate research into their background. If deemed necessary, a risk assessment for the event will be written.

The School makes clear to all visitors its safeguarding procedures and expectations. Upon arrival, all visitors are required to sign in and must tick the appropriate box, which confirms that they understand the above. Visitors, guests and speakers remain accompanied by a member of staff throughout their visit.

**40. Responsibility for Papplewick’s pupils by another organisation**

Where members of staff from another organisation have sole responsibility for Papplewick pupils on another site (e.g. outdoor activities at an Adventure Centre), the School will obtain assurance from that organisation that such staff have achieved relevant leadership qualifications and undergone the appropriate checks.

**41. Whistleblowing Policy**

The School’s Whistleblowing Policy is incorporated into the School Safeguarding Policy, a copy of which may be obtained from the School Office.

Staff should also feel able to raise concerns relating to any perceived failures in the School’s safeguarding processes through the School’s Whistleblowing procedures. In the event that a member of staff feel unable to raise such concerns, or feels that a genuine concern is not being addressed, he or she may also wish to follow other whistleblowing channels, including the NSPCC Whistleblowing Helpline for Staff (0800 028 0285).

**42. Staff Code of Conduct**

The Staff Code of Conduct is incorporated into the School Safeguarding Policy, a copy of which may be obtained from the School Office.

**43. Other Links**

##### Expert and professional organisations are best placed to provide up-to-date guidance and practical support regarding specific safeguarding issues.

##### Helpful links may be found within Keeping Children Safe in Education (DfE, September 2019): <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

To be added once it goes live – still in draft mode on the Gov.uk website

**44. Links to Children and Social Work Act 2017**

Designated Teachers: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf>

Virtual Headteachers:

<https://www.gov.uk/guidance/pupil-premium-virtual-school-heads-responsibilities>

Children and Social Work Act 2017:

<http://www.legislation.gov.uk/ukpga/2017/16/pdfs/ukpga_20170016_en.pdf>

Department for Education (DfE) (2013) Education for children with health needs who cannot attend school. [Accessed 07/07/2021].

Department for Education (DfE) (2016) Alternative provision. [Accessed 07/07/2021].

Department for Education (DfE) (2017) Preventing bullying. [Accessed 07/07/2021].

Department for Education (DfE) (2018) Mental health and behaviour in schools. [Accessed 07/07/2021].

Department for Education (DfE) (2019) Elective home education. [Accessed 07/07/2021].

Department for Education (DfE) (2021a) Keeping children safe in education 2021: statutory guidance for schools and colleges (PDF). London: Department for Education (DfE).

**Section F**: Evaluation and availability of Policy

**45. Monitoring and Evaluation of this policy**

**The School monitors and evaluates both this Child Protection and Safeguarding Policy and associated procedures through the following activities:**

* Annual review before the start of each academic year and official sign off by the Governing Body at its November Board Meeting;
* Governor visits to the School, including a termly visit from the Safeguarding Governor;
* Senior leadership and management team discussions re safeguarding matters;
* Reference to pastoral matters (including safeguarding specifically) in staff meetings;
* Inclusion of safeguarding matters in pupil questionnaires;
* Scrutiny of attendance data from a safeguarding perspective;
* Regular analysis of a range of risk assessments from a safeguarding perspective;
* Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school (e.g. sufficient account must be taken of the nature, age range and other significant features of the school, such as historical issues, in the provisions made for safeguarding);
* Termly report by Safeguarding Governor (written and verbal), reference in Governing Body minutes;
* Maintenance of a log of serious incidents (including bullying and/or racist behaviour) by the Deputy Headmaster to identify trends in behaviours;
* Regular review of parental concerns and parental questionnaires from a safeguarding perspective;
* Regular review of the supervision and management of pupils’ recreational times from a safeguarding perspective, including use of common rooms, buildings and spaces across the site;
* Consideration of Pupil Voice via feedback from pupil committees;
* Termly meeting between the DSL and the Safeguarding Governor.
* Timely response to updates of statutory guidance (including KCSIE and Working Together to Safeguard Children) via the Gov.UK website;
* Regular inspection of the Single Central Register by either the Headmaster, Designated Safeguarding Lead, Bursar and the Safeguarding Governor.

**46. Addressing deficiencies or weaknesses in this Policy**

Following the Governors’ annual review or at any other time, any deficiencies or weaknesses in safeguarding or child protection arrangements will be remedied without delay.

**47. Accessibility and availability**

This policy is available to parents upon request as detailed in the Information Booklet contained in the School Prospectus and is published on the School’s website.

**Signed: ………………………. A.R. McGregor (Safeguarding Governor)**

**Signed: ………………………. A.R.E. Hutchinson (Chairman of Governors)**

**Signed: ………………………. T.W. Bunbury (Headmaster)**

**Signed: ………………. M. Burley (Designated Safeguarding Lead)**

**1st September, 2021**

**Annex A**

**Child on child sexual violence and sexual harassment**

All members of staff should have regard of the following guidance: Sexual Violence and Sexual Harassment between Children in schools and Colleges (DfE, May 2018) as well as *Keeping Children Safe in Education*(DfE, September 2019) Part 5.

The School recognises that sexual violence and sexual harassment can occur between two children of any age and sex, It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

**(i) Responding to reports and incident**

Members of staff need to act immediately, if they have a concern about a child. Where a child has been harmed, is at risk of harm, or is in immediate danger, the staff and School should make a referral to the Children’s Social Care.

* Members of staff should be aware that sexual harassment covers a wide range of behaviours of an offensive nature that disturbs or upsets and is characteristically repetitive. This form of harassment is perceived to have a sexual reference and may be verbalised or involve a form of inappropriate physical contact.
* Sexual violence and harassment are not acceptable and will not be tolerated. Therefore all concerns, discussions, decisions and reasons for decisions should be recorded and reported immediately to the Designated Safeguarding Lead.
* Safeguarding training includes scenarios and examples of sexual violence and sexual harassment to help support staff to identify and recognise such incidents. The safeguarding training is conducted every three years for current staff members at the School. This safeguarding training is conducted upon the arrival of new staff. The School’s Child Protection and Safeguarding Policy is signed off as read by all staff at Papplewick annually.

Immediate consideration should be given as to how best to support and protect the victim and alleged perpetrator (and any other children or members of staff impacted).

**(ii) Response to reports**

* Responding to reports, victims should be reassured immediately that the matter is being taken seriously. Victims should never be given the impression that they are creating a problem, nor should they ever be made to feel ashamed.
* Members of staff must not promise confidentiality but listen carefully to what is being said. Information should be shared with the Designated Safeguarding Lead and only those people necessary in order to progress. The child should be informed of the next steps taken.

* Members of staff should recognise that a child will disclose to someone they trust and should therefore be supportive and respectful.

* Members of staff must neither be judgemental nor ask leading questions. Children may be prompted by asking open questions, such as what, where, when and how.
* A written record of the facts (not personal opinion of the note taker) should be made and should include dates, times and names of those conducting the report. If possible, two members of staff should be present including the Designated Safeguarding Lead (to be involved as soon as possible).

Where the reports include an online element, the consideration is not to view or forward illegal images of the child.

**(iii) Risk Assessment**

* The Designated Safeguarding Lead should make an immediate risk and needs assessment in response to sexual violence and sexual harassment report. The risk assessment should consider the following: the victim, and their protection and support; the alleged perpetrator and anyone else at the School with whom there is contact or a direct link.
* The risk assessment should be kept under review and should actively consider the risks posed to all.
* The risk assessment should include that adequate measures are put in place to ensure relevant protections and consider suitable action in light of the behaviour policy.

The Designated Safeguarding Lead should engage with Children’s Services and specialist agencies as required.

**(iv) Action following a report**

* The School should consider every report on a case-by-case basis.
* Members of staff should consider the safeguarding of the victim with immediate effect. This should also include the alleged perpetrator, any other children directly involved in the report and all children at the School.

* Members of staff should consider keeping the victim and the alleged perpetrator at a reasonable distance apart on the school premises where appropriate. The School should not wait for the outcome (or even the start) of an investigation by Children’s Services before protecting the victim and other children in the School.

* The Designated Safeguarding Lead may consult with the police and Children’s Services on how to best proceed with the investigation and discuss how best to protect the victim and alleged perpetrator.
* The School should inform parents or carers, unless there are compelling reasons not to (e.g. the parent is likely to put the child at additional risk).

* Staff should consider: the wishes of the victim in terms of how they want to proceed, the nature of the alleged incident, the ages of the children involved, the development stages of the children involved, any power imbalance between the children, is the incident a one-off or a sustained pattern of abuse, are there ongoing risks to the victim, other children, school staff, or contextual safeguarding issues.

**(v) Ongoing response and Support**

* Where cases are classified as “no further action” or where there is a not guilty verdict, the School should continue to offer support to the victim and the alleged perpetrator.
* It should only be at the victim’s request (and following discussions with their parents or carers) that alternative provisions or a move to another school should be considered.

If the victim or alleged perpetrator does move to another educational institution (for any reason), the School should ensure that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff.

**Annex B**

**Early Help**

Early help means providing support as soon as a problem emerges in a child’s life. All members of staff should be aware of the early help process and understand their role in it, which includes identifying emerging problems and potential needs; 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 assessment of the need for early help.

In cases of need, the School has a network of educational specialists, and medical, physical, emotional and mental health professionals to turn to for advice.

The early help assessment (CAF) should be undertaken by a lead professional who should provide support to the child and family, act as an advocate on their behalf and coordinate the delivery of support services. The lead professional role could be undertaken by the Designated Safeguarding Lead or a teacher (or a GP, family support worker, health visitor and/or special educational needs coordinator). For an early help assessment to be effective, it should be undertaken with the agreement of the child and their parents or carers. If parents and/or the child do not consent to an early help assessment, then the lead professional should make a judgement as to whether, without help, the needs of the child will escalate. If so, a referral to Children’s Social Care may be necessary.

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| **JOB SPECIFICATION****DESIGNATED SAFEGUARDING LEAD (DSL)**  |
| **Key responsibility:** The DSL takes **lead responsibility** for safeguarding and child protection. The DSL is supported by other trained professionals within the School, but the **lead responsibility** for safeguarding and child protection remains with the DSL at all times and is not delegated to any other trained members of staff (including the Deputy DSL).  |
| **Areas of responsibility****Managing referrals*** For child protection concerns refer all cases of suspected abuse to the Royal Borough of Windsor and Maidenhead Safeguarding Children’s Board and the LADO.
* In cases where a member of staff is dismissed or leaves due to risk / harm to a child refer all cases to the Disclosure & Barring Service and / or the Police (in cases where a crime may have been committed).
* Support members of staff who make a direct referral to the local authority Children’s SocialCare.

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

**Training**Receive appropriate training carried out every 2 years in order to:* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
* Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* Ensure each member of staff has access to and understands the School’s Child Protection and Safeguarding Policy and procedures, especially new and part time staff;
* Be alert to the specific needs of children in need, those with special educational needs and young carers;
* Be able to keep detailed, accurate, secure written records of concerns and referrals;
* Understand and support the School with regards to the requirements of the Prevent duty and be able to provide advice and support to members of staff on protecting children from the risk of radicalisation;
* Obtain access to resources and attend any relevant or refresher training courses;
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training, the DSL should also ensure their knowledge and skills are refreshed (via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals to allow him to understand and keep up with any developments relevant to the DSL role.**Raising Awareness**The Designated Safeguarding Lead must ensure the School’s Policies are known and used appropriately:* Ensure that the School’s Child Protection and Safeguarding Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
* Ensure the Child Protection and Safeguarding Policy is available publicly and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
* Link with the local safeguarding partners to make sure staff aware of training opportunities and the latest local policies on safeguarding;
* Where pupils leave the school, ensure their child protection file is copied for any new school as soon as possible but transported separately from their main pupil file.

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

**Role of the DSL**The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children. |

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| **JOB SPECIFICATION****DEPUTY DESIGNATED SAFEGUARDING LEAD (DSL)**  |
| In the absence of the Designated Safeguarding Lead, the Deputy Designated Safeguarding Lead will fulfil all duties as outlined below whilst acknowledging that at all times the **lead responsibility** for child protection and safeguarding remains with the DSL. |
| **Areas of responsibility****Managing referrals*** For children protection concerns, refer all cases of suspected abuse to the Royal Borough of Windsor and Maidenhead Safeguarding Children’s Board and the LADO.
* In cases where a member of staff is dismissed or leaves due to risk / harm to a child, refer all cases to the Disclosure & Barring Service and / or the Police (in cases where a crime may have been committed).
* Support members of staff who make a direct referral to the local authority Children’s Social Care.

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

**Training**Receive appropriate training carried out every 2 years in order to:* Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
* Have a working knowledge of how local authorities conduct child protection case conferences and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
* Ensure each member of staff has access to and understands the school’s child protection policy and procedures , especially new and part time staff;
* Be alert to the specific needs of children in need, those with special educational needs and young carers;
* Be able to keep detailed, accurate , secure written records of concerns and referrals;
* Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
* Obtain access to resources and attend any relevant or refresher training courses;
* Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training, the Deputy DSL should also ensure their knowledge and skills are refreshed (via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals to allow him to understand and keep up with any developments relevant to the Deputy DSL role.**Raising Awareness**The Deputy DSL should support the DSL to ensure the School’s Policies are known and used appropriately:* Ensure that the School’s Child Protection and Safeguarding Policy is reviewed annually, and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this;
* Ensure the Child Protection and Safeguarding Policy is available publicly and parents are made aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
* Link with the local safeguarding partners to make sure staff aware of training opportunities and the latest local policies on safeguarding;
* Where a pupil leaves the school, ensure their child protection file is copied for any new school as soon as possible but transported separately from their main pupil file.

**Availability*** During term-time the Deputy DSL should support the DSL in his absence by ensuring she is available during school hours for staff in school to discuss any safeguarding concerns.
* It is the responsibility of the DSL to arrange with the Deputy DSL for adequate and appropriate cover arrangements for any out of hours / out of term activities.
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| **JOB SPECIFICATION****SAFEGUARDING GOVENOR**  |
| The Governing Body will appoint a Governor to be Nominated Safeguarding Governor.The Safeguarding Governor will have oversight of ISSRs 3 & 4. |
| **Areas of responsibility****Role and Responsibilities**The Safeguarding Governor will:* Make sure that the Governing Body has suitable and up-to-date Policies for:
	+ Child Protection & Safeguarding
	+ Staff Code of Conduct
	+ Handling allegations against members of staff and volunteers
* Monitor the School’s safeguarding systems and procedures
* Ensure that the School has appropriate safeguarding responses to children who go missing from education
* Ensure that the School has appropriate online filters and monitoring systems in place
* Make sure that the School has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)
* Make sure that the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL) have sufficient time, resources and training to carry out their role effectively
* Ensure that the curriculum covers safeguarding, including online safety
* Keep up to date with statutory guidance relating to Safeguarding and Child Protection and any advice issued by the relevant safeguarding partners
* Update the Governing Body on how the monitoring is going through termly reports
* Monitor the Single Central Record and check that regular checks are happening
* Meet regularly with the Designated Safeguarding Lead to monitor the School’s Policy and procedures are effective
* Monitoring of training records to ensure that all members of staff (including volunteers) and Governors have received appropriate level of training (as applicable)
* Not deal with specific safeguarding incidents but receive timely notification when they happen in general terms from the School’s management
* Encourage other members of the Governing Body to develop their understanding of safeguarding responsibilities
* Spot check and interview staff to ensure their understanding and knowledge of safeguarding at the school is sufficient

To test and question the safeguarding procedures at the school and their effectiveness in terms of safeguarding children. |