



Abbots Bromley School

7A. Safeguarding Policy

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Introduction

Abbots Bromley School recognises its legal duty under s157 Education Act 2002 and the 1989 and 2004 Children Acts. We take seriously our responsibilities to protect and safeguard the interests of all pupils and this policy also applies to pupils in EYFS. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations. The Governing Body (School Council) ensures that this policy is in place, regularly updated (at least annually) and implemented effectively. An annual report is given to School Council and the DSL (Designated Senior Lead) is questioned 'robustly' on practice, procedures and their effectiveness.

These procedures aim to provide a framework which ensures that all our practice in regard to safeguarding children is consistent with the stated values and procedures that underpin all work with children and young people. We understand that we form part of a wider safeguarding system for children. Statutory guidance defines a child as anyone who has not yet reached their 18th Birthday. When a pupil is over the age of 18 years of age, procedures for 'vulnerable adults' will be considered in situations where a young adult may be considered to be at risk.

The DfE guidance to which Abbots Bromley School and International College has regard in implementing this policy is:

- Keeping Children Safe in Education (September 2016) (KCSIE)

KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (February 2015)

KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)

- Working Together to Safeguard Children (March 2015) (WT)

WT refers to the non-statutory advice: Information sharing (March 2015)

- Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)

Prevent is supplemented by non-statutory advice and a briefing note:

The Prevent duty: Departmental advice for schools and childminders (June 2015)

- The use of social media for on-line radicalisation (July 2015)

The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) policies and procedures and their training strategy and reflects what the SSCB considers to be safe and professional practice. Child protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching, including temporary and supply), governors and volunteers to ensure that statutory and other duties are met. All staff and volunteers need to have read and be familiar with this Policy, and our internal procedures around referral, including contact details of the Designated Safeguarding Leads (referred to as DSL(s) in subsequent paragraphs).

At Abbots Bromley School we understand that 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, we make sure our approach is child-centred. This means that we consider, at all times, what is in the best interests of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

This Safeguarding Policy will be reviewed annually by the governing body.

Safeguarding and Promoting the Welfare of Children

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children 2015 is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes.

Role of the DSL

The broad areas of responsibility for the designated safeguarding lead are outlined in Annex B KCSiE (Sept 2016). There are six broad areas:

- **Managing referrals** – Refer cases of suspected abuse to the local authority children's social care as required;
 - Support staff who make referrals to local authority children's social care;
 - Refer cases to the Channel programme where there is a radicalisation concern as required;
 - Support staff who make referrals to the Channel programme;
 - Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - Refer cases where a crime may have been committed to the Police as required.
- **Work with others** –
 - Liaise with the Principal to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
 - As required, liaise with the "case manager" (as per Part four KCSiE Sept 2016) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
 - Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- **Undertake Training** – The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.
The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- 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 a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
 - Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
 - Are alert to the specific needs of children in need, those with special educational needs and young carers;
 - Are 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 are 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; and
 - 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.
- **Raising Awareness** – The designated safeguarding lead should ensure the school's child protection policies are known, understood and used appropriately;
 - Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
 - Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
 - Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
 - **Child Protection File** –
 - Where children leave the school sure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.
 - **Availability** –
 - During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.

- During out of hours/out of term activities a rota for members of SLT on-call operates. If there was a situation which needed input from the DSL (or a Deputy) the member of SLT on-call would make contact as above, or make a referral.

Underpinning values

Where there is a safeguarding issue, Abbots Bromley School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency child protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Parents will be advised about Abbots Bromley School's Safeguarding Policy on admission to the school. A copy of this policy is available on the school website - <http://www.abbotsbromleyschool.com/2192/about-us/policies/>
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the School to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare (see also section on confidentiality below). In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do.
- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple term

- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation
- Providing early support is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children and enshrined in legislation and statutory guidance (Children's Act 2004, Working Together to Safeguard Children 2015, Keeping Children Safe in Education 2015)

Staff at Abbots Bromley School and International College will always work and consult with safeguarding agencies, paying heed to the thresholds for intervention and responding quickly and effectively to any disclosures made by the children in our care.

Thresholds for Intervention:

Early Support: Early Help Assessment

It is expected that staff will complete an Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs or
- Health or emotional difficulties are impacting on the pupil's progress and / or wellbeing

Relevant members of staff receive EHA (early help awareness, or common assessment framework) training. Staff should discuss children who appear to have additional needs with the DSL, the child and parents. In the case of boarders it may become apparent to boarding staff, in the first instance, that a pupil is experiencing difficulties. The school will need to obtain parental/pupil consent for an EHA to be completed. In the Senior School students may, in certain circumstances, give their own consent if they are old enough and competent to do so. The school's DSL may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time (www.staffsscb.org.uk – procedure 1E). The school will inform the LST Co-ordinator when an EHA is started, and when it is closed, irrespective of whether or not there is an LST worker involved with the family. It is the duty of all staff to work with outside agencies in order to support the welfare of the child. Constant reviews will be undertaken by the staff concerned and a referral made to children's social care if the child's situation does not improve.

Child in Need - S17 of the Children Act 1989:

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.

- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team (FRT) or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the FRT.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U). Within a boarding school community it is likely that boarding staff will need to be actively involved in such referrals and counties other than Staffordshire may need to be consulted.

Child Protection (S47 Children Act 1989)

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines the likelihood that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development.

If staff or volunteers have significant concerns about any child they should make them known to the schools Designated Senior, Deputy Designated or EYFS Designated Child Protection Leads without delay in accordance with reporting and

recording procedures. Incident Concern Sheets (Appendix 1) and procedures for reporting such incidents can be found in the safeguarding folders in both staffrooms and in the main school office. A referral to children's social care will be made immediately if there is risk of immediate harm to a child and, if a crime may have been committed, the matter will be reported to the police. It is important to understand that anyone can make a referral.

There may be concerns that a child is being abused

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

Departmental advice:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf -

Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff.

NSPCC <https://www.nspcc.org.uk/> also provides useful additional information on types of abuse and what to look out for.

Physical abuse:

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (*Working Together to Safeguard Children' 2015*).

Signs of possible physical abuse may include;

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries
- Frozen watchfulness

Emotional abuse:

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve

serious bullying (including Cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone (*Working Together to Safeguard Children' 2015*).

Signs of possible emotional abuse

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (*Working Together to Safeguard Children' 2015*).

Signs of possible neglect

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing

and touching outside of clothing, They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children (*Working Together to Safeguard Children' 2015*).

Signs of possible sexual abuse

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia.

Concerns about children who abuse other children

Abuse is not always due to the actions of adults. Sometimes children abuse other children. Emotional abuse may involve serious bullying, including isolating a particular child, derogatory name calling and / or making threats, and may include online bullying through social networks, online games or mobile phones. Bullying behaviour can include physical assault. Children may also sexually abuse and exploit other children. We have regard to the legal thresholds of responsibility (age of 10 years for criminal responsibility) and the age of sexual consent (16 years).

We recognise that students may develop deep personal relationships in school and in boarding. We have a Public Displays of Affection (PDA) policy as part of our behaviour policy. Boarding staff and volunteers are particularly aware of the potential for abuse by peers in a boarding environment and students in the boarding community have clear privacy guidelines and avenues through which they can express concern.

Abbots Bromley School works with children, parents, staff and volunteers to create to an ethos of mutual respect and will robustly address concerns that children are suffering abuse due to the behaviour of other pupils. Pupils are encouraged to talk to staff if they have worries and concerns, and there are processes where they can report any problems confidentially and anonymously. Parents and carers are also encouraged to talk to staff if they have concerns, and should refer the matter to the DSLs in the setting if they feel that the matter is not being addressed or the situation is not improving. This school will follow our anti-bullying policy when this is appropriate to the circumstances, and follow the Behaviour and Discipline Policy should sanctions be necessary.

<http://www.abbotsbromleyschool.com/2192/about-us/policies/>

If the concerns are in respect to an allegation of a criminal nature, the school may share information with the police without reference to the parents, carers or the children e.g. physical assault, sexual assault, sexting (see e.safety section of policy below). In

regards to allegations or concerns that a child has demonstrated harmful sexual behaviour, we will follow the SSCB procedure in this regard (procedure 4i) and also share information about the child or children involved with children's social care. In order to protect all children at the school, we may need to impose disciplinary sanctions in regards to a child who has harmed, or may pose a risk to, another child, or implement risk management procedures which may restrict movement of the child in our setting, or restrict activities.

If there are concerns that a child attending this school may have been seriously harmed, or at risk, due to the actions of children within the community, but not attending the school, we will share information appropriately with other agencies to safeguard and promote their welfare.

Making referrals

Where a child is registered at school, consultation must take place with the DSL (or the Deputy-DSL or named EYFS safeguarding lead) who will be the most appropriate person to initiate any referral. A written record of concerns should be made using the schools internal recording form. This should then be given to the DSL (or Deputy if DSL unavailable) who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the DSL to the relevant Children's Social Care team in that area. In the case of overseas students, the Staffordshire team will be contacted for advice.

As per statutory government guidance 'Keeping Children Safe in Education Sept 2016', anybody **can** make a referral. However, due to the role of the DSL this member of staff may be party to additional and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy DSL, or there would be an unwarranted delay by doing so, the member of staff should contact the First Response Team to discuss concerns. Volunteers in school must always refer to a member of staff on the Pastoral and Safeguarding Team. In these circumstances, the DSL must be informed about the referral as soon as possible. The Principal will always be kept informed if a referral is taking place.

For referral to First Response phone 0800 1313126. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours. The multi-agency form is available from the SSCB website (procedure 3B):

www.staffsscb.org.uk Other Local Authority contact details can be found via this link <https://www.gov.uk/report-child-abuse-to-local-council>

Why is this important? It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding children and child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

“I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to.”

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children’s social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998, European Convention on Human Rights, Article 8). However, the welfare of the child is paramount (The Children Act 1989) and there may be reasons for not sharing the concerns with the child, their parents or carers prior to making a referral to children’s social care. Information may also be shared without consent in order to prevent or detect a crime, prevent serious harm to a child or adult, or due to a public interest concern. The school follow the information sharing guidance provided by the government and the SSCB in considering the sharing of personal information when there are safeguarding concerns.

The law also requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate with the Local Authority if a child may be at risk of significant harm. Therefore, if the Police or Children’s Social Care are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the school’s legal services advisors.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners.

Talking to and listening to children

At Abbots Bromley School and International College it is made clear to the children in our care, through PSHE, through Boarding Staff, Form Teachers, House staff that they will be listened to by any member of staff or volunteer that they trust if they are at risk of harm. Pastoral and Safeguarding Team posters are on display in all areas of the school and boarders have access to an Independent Listener who undergoes safeguarding training in school.

If a child chooses to disclose, you SHOULD:

- be accessible and receptive
- listen carefully and uncritically at the child's pace
- take what is said seriously
- reassure the child that they are right to tell
- tell the child that you must pass this information on
- make a careful record of what was said.
- Tell the DSL (her Deputy or the EYFS named person, or any member of the Pastoral and Safeguarding Team) without delay

You should NEVER:

- take photographs of injuries
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid)
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions
- make promises to children about confidentiality or keeping 'secrets'
- assume that someone else will take the necessary action
- jump to conclusions or react with shock, anger or horror
- speculate or accuse anybody
- confront another person (adult or child) allegedly involved
- offer opinions about what is being said or about people allegedly involved
- forget to record what you have been told
- fail to pass the information on to the correct person
- ask a child to sign a written copy of the disclosure or a 'statement'.

Children with special educational needs and disabilities

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

In regard to children with communication difficulties or those who use alternative/augmented communication systems, staff and volunteers may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

Record keeping

Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. This will include any unexplained bruising, marks or signs of possible abuse or neglect and, in the case of EYFS pupils, staff will record any existing injuries.

Records should:

- state who was present, time, date and place
- use the child's words wherever possible
- be factual/state exactly what was said
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the DSL of the receiving school or college
<http://education.staffordshire.gov.uk/Pupil-Support/Families-First-in-School/Education-safeguarding-support/Policies-and-procedures/Policies-and-Procedures.aspx>

Attendance at Child Protection Conferences

The DSL or their deputy will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. Parents should be informed of what is in the report as there should be no surprises about the information shared at a Child Protection Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or head of year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the DSL.

Safer Recruitment

When recruiting new members of staff and volunteers, the school follows the government guidance 'Keeping Children Safe in Education September 2016' and safer recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012 (Statutory guidance for Early Years settings (EYFS) in Section 3-The Safeguarding and Welfare Requirements - states that providers **must** meet their responsibilities under the Safeguarding Vulnerable Groups Act 2006 and must consider how staff and volunteers have access to this legislation and are aware of their roles and responsibilities. Schools with an Early Years Foundation Stage should therefore consider how they meet this responsibility, taking into account the changes brought about by The Protection of Freedoms Act. The Statutory Framework for Early Years Foundation Stage Pg.19 – 3.15- states a registered provider or a childcare worker may also be disqualified because they live in the same household as another person who is disqualified.

The school has separate written recruitment and selection procedures in place (requirement of KCSIE Sept 2016) and ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained, qualifications are verified, and that successful applicants for qualified teacher posts are checked against the 'prohibition of teachers' list. In accordance with regulations and 'Keeping Children Safe in Education Sept 2016, the school retain a 'single central record'

of when the appropriate checks are undertaken in regard to relevant staff and volunteers.

Safer recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with guidance and best practice principles. At Abbots Bromley School we ensure that there is one person on the appointment panel who has safer recruitment training.

Staff from other organisations are checked for suitability if they supervise pupils on a site other than the school by requesting confirmation that suitable checks have been carried out.

Visiting speakers are checked by the member of staff who has invited them in for signs of extremist views and a record is kept by the DSL. All visitors to school are appropriately supervised. (see Visitors policy)

Induction and Training

All staff and volunteers must read the full government guidance 'Keeping Children Safe in Education' (September 2016) and they will be given a copy of part one of this guidance during regular staff training to enable them to understand and discharge their duties as set out in the guidance. Members of staff who work directly with children are given Annexe A of KCSiE, which gives further information on safeguarding matters.

Newly appointed staff and volunteers have a robust induction into the safeguarding procedures when they join the school. They are made aware of the Pastoral and Safeguarding Team and the Staffordshire Safeguarding Children Board procedures (www.staffsscb.org.uk) as part of that induction programme, and be given a copy of part one of 'Keeping Children Safe in Education (September 2016)' Part 1, the school's safeguarding policy, the whistleblowing policy and the staff code of conduct after these policies and procedures have been explained. Governors will ensure that these policies are effective and are provided to all staff, including temporary and volunteers, on induction. Staff and volunteers will also attend appropriate child protection / safeguarding training to enable them to identify signs of possible abuse and neglect and respond in a timely and appropriate way, in accordance with the SSCB training strategy, within 6 months of joining the school. Level 1 Safeguarding Training is arranged in school in September and January, staff joining at other times will be offered training elsewhere. The child protection and safeguarding training given to each member of the organisation will be refreshed and updated at least every three years. The DSL will retain records of all child protection and safeguarding training accessed by staff and volunteers.

Professional support

This school recognises the importance of professional reflective support for staff when working with vulnerable children, particularly in relation to child protection cases. Arrangements are in place for the Designated Safeguarding Leads to have regular and scheduled professional support through the school counsellor if required. The Designated Safeguarding Leads offer appropriate support to other staff within the school according to need or at their request and the DSL and Deputy-DSL offer peer support to each other.

Providing a safe working culture

Abbots Bromley school has implemented a staff code of conduct which applies to all permanent and temporary staff, and adult volunteers working in this organisation. Staff and volunteers are in a position of trust. All staff and volunteers must seek to minimise the risk of any situation arising in which children are put at risk, or misunderstandings about their behaviours towards children can occur or be perceived. Staff and volunteers must adhere to the staff code of conduct and follow the safer working practice guidance given by this organisation. Our staff code of conduct includes expectations about staff behaviours including outside of the working environment, staff/pupil relationships and communications including the use of social media. Any reason for staff or volunteers to be having personal, social contact with pupils at the school must be explained to the Principal with the rationale and any safeguarding actions required will be recorded.

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student, even when the pupil/student is over the age of consent but under 18 years of age.

Staff and volunteers are advised to use the following sensible precautions when working alone with children:

- Avoid working in isolation with children unless thought has been given to safeguards
- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)

As a boarding school there is an additional need for residential staff and volunteers to understand further safeguarding procedures and these are listed in Appendix 3.

Any use of physical force or restraint involving pupils/students will be carried out and documented in accordance with the Physical Intervention policy. If it is necessary to use physical intervention, for example to prevent the child hurting themselves or others, parents will be informed. Children who attend our setting will not be punished by any form of hitting, slapping, shaking or other degrading treatment, including verbal abuse.

Governors at this school recognise their responsibility to remain vigilant and ensure that all staff and volunteers are, and remain, suitable to work with children.

Abbots Bromley School complies with the requirements of the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009. Therefore, adults who work in, or manage, our early years setting and with the under 8 year olds in After School Care are required to inform the Principal if they have, or during the course of their employment, are convicted for a relevant offence which disqualifies them from working with children. They must also inform the Principal if they live in the same household as a person who is, or becomes, disqualified because they have committed a relevant offence against a child or adult. In such cases the worker is required to seek a waiver from Ofsted to allow them to continue to work with this cohort of children. Whilst the application for a waiver is being considered by Ofsted, the school /college will take appropriate measures in regards to staffing, which may include re-deployment or suspension.

In addition, irrespective of the age group worked with, any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Principal. Staff and volunteers must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during, their employment at the school. (This would not include 'spent' convictions under the Rehabilitation of Offenders Act). The Principal will discuss any potential safeguarding matters with the Local Authority Designated Officer (LADO) and any required action will be agreed.

Any staff member, volunteer or governor whose own children become subject to child protection investigations must inform the Principal. The Principal will discuss with the LADO in accordance with SSCB procedures for dealing with allegations against adults who work in a position of trust with children (SSCB procedure 4a). Appropriate action will be agreed.

Staff and volunteers have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the Principal (or, if the allegation is against the Principal, it should be reported to the Local Authority Designated Officer (LADO) and the Chair of Governors, without informing the Principal). Allegations of abuse by the DSL should be reported to the Principal. Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against a member of staff or volunteer. Staff raising genuine concerns, even if, on investigation, these concerns are not substantiated, will be taken seriously and supported by the senior leadership team, and their employment protected.

General guidance can be found at- <https://www.gov.uk/whistleblowing>
The NSPCC whistleblowing helpline - <https://www.gov.uk/government/news/home-office-launches-child-abuse-whistleblowing-helpline> is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

Staff who fail to follow the school policies and procedures for safeguarding and promoting the welfare of children may be subject to disciplinary procedures. Volunteers will be asked to leave.

Allegations of abuse against a person working in a position of trust

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children in relation to any staff member or volunteer is therefore taken seriously. If a member of residential staff is under investigation they will be immediately provided with accommodation away from the school site until the investigation is complete.

In line with government guidance and SSCB procedures, the Head Teacher/ Chair of Governors will contact a Local Authority Designated Officer (LADO) immediately and

within one working day at the latest to discuss the allegation if the concerns are that an adult in a position of trust has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (*Keeping Children Safe in Education Sept 2015*)

This initial discussion will establish the validity of any allegation under SSCB procedures (www.staffsscb.org.uk procedure 4A) and if child protection enquiries may be required due to a child having possibly suffered, or being at risk of suffering, 'significant harm'. If this is the case a referral will be raised with the relevant social care safeguarding team and a section 47 child protection strategy meeting will be convened that the Principal / Chair of Governors will attend.

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Position of Trust Meeting (POT) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the senior HR advisor for the school.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will undertake investigatory and, if appropriate, disciplinary action. Prompt referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

Consideration is given to making a recommendation to the NCTL where a teacher has been dismissed (or would have been dismissed had he / she not resigned) and a prohibition order may be appropriate.

Specific Safeguarding Issues

Child Sexual Exploitation (CSE)

Sexual exploitation of children involves situations where young people receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common.

Children do not become entrenched in CSE without first being subjected to targeted grooming or opportunistic abuse. Systemic sexual abuse is the final stage in a process. This school recognises that pupils may be targeted for sexual exploitation, and staff and volunteers will be vigilant for the indicators and report concerns to the DSL. All staff receive awareness training about CSE. The DSL is conversant with the SSCB procedure (4H) and will share information with parents and carers, and the police and social care in appropriate circumstances. We will work with other agencies on plans to protect children who are deemed to be at risk of exploitation.

Sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for 'normal' teenage behaviour.

- Young people who are being sexually exploited may:
 - be involved in abusive relationships, intimidated and fearful of certain people or situations
 - hang out with groups of older people, or antisocial groups, or with other vulnerable peers
 - associate with other young people involved in sexual exploitation
 - get involved in gangs, gang fights, gang membership
 - have older boyfriends or girlfriends
 - spend time at places of concern, such as hotels or known brothels
 - not know where they are, because they have been moved around the country
 - go missing from home, care or education.
 - They may also show signs of sexual abuse or grooming

The signs of grooming aren't always obvious. Groomers will also go to great lengths not to be identified. Children may:

- be very secretive, including about what they are doing online
- have older boyfriends or girlfriends
- go to unusual places to meet friends
- have new things such as clothes or mobile phones that they can't or won't explain
- have access to drugs and alcohol.

In older children, signs of grooming can easily be mistaken for 'normal' teenage behaviour, but you may notice unexplained changes in behaviour or personality, or inappropriate sexual behaviour for their age.

This school believes that children need to understand how perpetrators groom children for exploitation. We will use appropriate resources in a sensitive and responsible way to educate young people about grooming behaviours, the risk of being drawn into exploitation, possible consequences, and ways of protecting themselves from the risk of sexual exploitation.

Children at risk of running away or going missing

Abbots Bromley School has a comprehensive 'Missing Child' policy and any staff or volunteer who has concerns that a pupil may be at risk of running away or going missing should alert the DSL at the earliest opportunity. In the event of a child going missing or running away the 'Missing Child' procedure should be followed. All absences should be accounted for and registration procedures should be followed for any child not in school without a reason given.

Children missing education (CME)

Abbots Bromley School is aware of, and implements in full, the requirements of the statutory guidance for children and young people who are missing from home and/or from education. Local procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children. Staff and volunteers at Abbots Bromley School and International College are aware of our responsibilities in reporting children missing education to the local authority. In the case of children being removed from school to be 'home schooled' the relevant LA department will be informed immediately.

Preventing Extremism and Radicalisation

As part of our safeguarding ethos we encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political views are not promoted in the teaching of any subject in the school and where political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils. We also have a duty under the Counter Terrorism Act 2015 to have due regard to the need to prevent people from being drawn into terrorism. Any prejudice, discrimination or extremist views, including derogatory language, displayed by pupils, staff or volunteers will always be challenged and where appropriate dealt with in line with our Behaviour and Discipline Policy for pupils or the Staff Code of Conduct. We engage with families and we will share information with the First Response Team and/ or the Staffordshire police Prevent team when appropriate. Parents will be informed of concerns unless doing so puts a child at greater risk. We will also work with Staffordshire's Channel Panel in relevant circumstances. Channel is a key element of the Prevent Strategy. It is a multi-agency approach to protect people at risk of radicalisation. Channel uses existing collaboration between local authorities, statutory partners, the police and the local community to identify individuals at risk of being drawn into terrorism, assess the nature and extent of that risk and develop the most appropriate support for the individuals concerned.

All staff and volunteers receive awareness raising and training in regard to preventing extremism and radicalisation through the Channel programme.

http://course.ncalt.com/Channel_General_Awareness/01/index.html

In addition the DSL, SLT and boarding staff have received WRAP training from SSCB.

Example indicators that an individual is **engaged** with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ ideology; or g. communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an **intention** to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or
- plotting or conspiring with others.

Example indicators that an individual is **capable** of causing harm or contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

Honour Based Violence (HBV)

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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/512906/Multi_Agency_Statutory_Guidance_on_FGM_-_FINAL.pdf (pages 59-61 focus on the role of schools and colleges)

and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf

Actions

If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

Identifying cases of female genital mutilation (FGM) and Forced Marriage

Any indications that Female Genital Mutilation (FGM) or Forced Marriage are imminent, or have already taken place, will be dealt with under the child protection procedures outlined in this policy. Indications that FGM may be imminent are;

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about:

- being taken 'home' to visit family
- a special occasion to 'become a woman'
- an older female relative visiting the UK.
- She may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

The effects of FGM;

FGM can be extremely painful and dangerous. It can cause:

- severe pain
- shock
- bleeding
- infection such as tetanus, HIV and hepatitis B and C
- organ damage
- blood loss and infections that can cause death in some cases.

Long-term effects

Girls and women who have had FGM may have problems that continue through adulthood, including:

- difficulties urinating or incontinence
- frequent or chronic vaginal, pelvic or urinary infections
- menstrual problems
- kidney damage and possible failure
- cysts and abscesses
- pain when having sex
- infertility
- complications during pregnancy and childbirth
- emotional and mental health problems.

A girl or woman who's had FGM may:

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

In support of child protection procedures, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing

- the Designated Safeguarding Leads have a good understanding of the issues surrounding FGM and Forced Marriage and access relevant training
- advice and signposting is available for accessing additional help, e.g. the NSPCC's helpline, ChildLine services, Forced Marriage Unit
- awareness raising about FGM is incorporated in the school's safeguarding training so that all staff and volunteers are able to identify indicators.

If there is a disclosure of abuse of this kind, or staff or volunteers are concerned for any other reason, they are advised:

- to alert the DSL to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **not** to consult or discuss with the pupil's parents or family, or others within the community.

Since October 2015, it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

E-Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers us to protect and educate the whole school community in the use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material
- **contact:** being subjected to harmful online interaction with other users
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arranging to meet them.

Filters and Monitoring

Abbots Bromley School and International College utilises the curriculum (particularly PSHE, and sex and relationship education) to raise awareness of safeguarding issues so that children are able to recognise the indicators of, for example, grooming behaviours, so that the risks of being drawn into sexual exploitation, or being subjected to abuse, are minimised.

Further, in order to help protect our pupils

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information
- Pupils are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead will be informed immediately)
- Pupils / students should not give out their personal details, phone numbers, schools, home address, computer passwords etc.
- Pupils, staff and volunteers should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

Staff Training

Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Information and support

There is a wealth of information available to support us in keeping children safe online. The following is not exhaustive but should provide a useful starting point:

www.thinkuknow.co.uk

www.disrespectnobody.co.uk

www.saferinternet.org.uk

www.internetmatters.org

www.pshe-association.org.uk

educateagainsthate.com

www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Storage of Mobile Phone, Images of children (Early Years Framework 2012)

EYFS statutory framework document page 13 3.4 states that the safeguarding policy **must** include clear guidelines on the non-use of personal mobile phones and personal cameras by all staff and volunteers in the presence of children.

The school procedures are as follows; *(previously an appendix, now included in full in the policy)*

1.0 EYFS Mobile Phone Policy and Procedures

1.1 Aim

- **To protect children from harm by ensuring the appropriate management and use of mobile phones by everyone who comes into Abbots Bromley School.**

1.2 Procedures

- To minimise any risks, all personal mobiles must not be used where children are present. This applies to shared use of rooms where other staff or volunteers may be present, for example at the start of the day or break times.
- Procedures have been put into place that will ensure safe and secure storage of practitioners' personal belongings including mobile phones. Each member of staff has a lockable locker in the staffroom. It is recommended that personal mobile phones are security marked, password protected and insured.
- Visitors, including other professionals, contractors and parents/carers are made aware by signs and verbal reinforcement that they are not to use their mobile phone where children are present.
- Under no circumstances are images, videos or audio recordings to be made without prior explicit written consent by the designated senior safeguarding person or the EYFS designated safeguarding person.
- Personal mobiles may be used in the staffroom, the car-park or in the admin offices at break times.
- Staff and volunteers are advised to provide their work place contact number to their family members, own children's schools/settings for use in the event of an emergency.
- Abbots Bromley School will not be held responsible for any loss or damage of personal mobile phones.

1.3 Work Mobile

- The mobile phone is a phone only, not a camera phone, and clearly labelled as a works mobile phone.
- This phone should be the only source of communication in an emergency if a school extension is not nearby (e.g. in the grounds), or for use on outings.

2.0 Camera and Image Policy and Procedure

2.1 Aim

- **To safeguard children by promoting appropriate and acceptable use of photographic equipment and resources for storing and printing images.**

2.2 Legislative Framework

- Data Protection Act (1998) in which there is eight principals.
- Freedom of Information Act 2000
- Human Right Act 1998

2.3 Procedures

- Consent is required under the Data Protection Act 1998 as images are considered to be personal data.
- All images are to be stored and disposed of in line with Data Protection Act 1998.
- If images are to be stored for a short period of time they must be password protected on a computer storage device.
- Security procedures are monitored and reviewed regularly by the designated senior safeguarding officer or the EYFS designated safeguarding officer. The security procedures include protection against theft of equipment and computer security.
- Consent forms must be signed by parents/carers with parental responsibility when they register their child with the setting and copies of the consent forms should be provided for the parents.
- Images must not be used for anything other than the agreed purposes unless additional consent is obtained.
- Photographs must be appropriately disposed of should they be no longer required. This could include giving the images to parents, deleting or shredding.
- Where group photographs of children are to be taken, written permission must be obtained from all parents /carers who have the right to refuse.
- The purpose and context for any proposed images should always be considered to decide whether a photograph or video are the most appropriate method of recording the information.
- The purpose of taking any images is to be clearly explained for example marketing of the business, prospectus, website, or local newspaper, use in display and to document children's learning.
- Each reason is to be clearly explained and agreed with an option for parents/carers to refuse any or all of the discussed uses and to withdraw consent at any time. Any consent should be reviewed on a regular basis and at least annually.
- Consent for the use of images applies to adults as well as children.

- A child's full name should not appear alongside their photographs particularly if the images could be viewed by the general public.

2.4 Use of a Professional Photographer

- Only a reputable photographer who can provide evidence of authenticity should be used. Their photographic identity should be checked on arrival.
- They should be viewed as visitors therefore appropriate supervision should be in place at all times to ensure no unsupervised access to children.
- They should be asked to sign an agreement to ensure that they comply with Data Protection requirements, to agree that images will only be used for the agreed specified purpose and not be disclosed to any third person.

2.5 Parents/Carers

- The use of any photographic equipment by staff, volunteers, parents or visitors must be with the consent of the Head of the Prep School or the person in charge.
- The person in charge has the authority to challenge anyone using photographic equipment without prior consent.
- Parents and carers are not covered by Data Protection Act if they take photographs or make a video recording for their own private use.

2.6 Digital Photo Frames

- If these are used to display slide shows of children, consent will be obtained from parents and carers.
- Images of children will be purposeful and show them in an appropriate context.
- Careful positioning of photo frames will be considered as they are often displayed in the most public areas of school i.e. reception area.

These issues are managed by the EYFS Designated Person and all staff and volunteers are made aware of the procedures. Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of EYFS children for their own records during session times.

Resources

Section 157 of the Education Act 2002 puts an explicit duty on governing bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The governing body will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The governing body will also ensure that all Governors have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum

as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

Key documents referred to and underpinning this policy are:

- Working Together to Safeguard Children (March 2015 (DfE))
<https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- Initial Concerns - Appendix 1
- Residential staff safeguarding procedures
- Staffordshire Safeguarding Children Board Procedures (online, contents listed as appendix 5) www.staffsscb.org.uk/professionals/procedures/
- For pupils – “Where is the Help?” poster – Appendix 6
- Staffordshire Safeguarding Children Board Training Catalogue (online) www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/
- Keeping Children Safe in Education September 2016 (DFE)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf
- Disqualification under the Child Care Act 2006, particular regard is given to Disqualification under the Childcare Act 2006, February 2015.
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015 <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov) <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused>
- Abbots Bromley School Whistle Blowing policy
- Staffordshire e-safety Tool Kit
- Children Missing from Education Policy
www.staffordshire.gov.uk/education/welfareservice/missing/CME-Referral/Children-Missing-Education-Policy.pdf
- Early Years Statutory Framework
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFS_framework_from_1_September_2014_with_clarification_note.pdf
- Staffordshire e-safety Tool Kit

Links with other school policies

This policy document should also be considered within the context of other policies and documents relating to our work with children and young people.

- Policies/procedures concerning Drug and Alcohol Abuse
- Recruitment, Selection and Disclosure
- Pupil Behaviour Policy

- Staff Code of Conduct
- Attendance policy
- Physical Intervention Policy
- The PSHE Curriculum
- reporting discriminatory incidents. The link to report to Staffordshire County Council is: <http://education.staffordshire.gov.uk/Procedures/Discriminatory-Incidents/Discriminatory-Incidents.aspx>

The Designated Safeguarding Lead (DSL) in this school / college is:

Mrs Ann Johnson, Head of Abbots Bromley International College
Tel: 01283 840232 email: AnnJohnson@AbbotsBromleySchool.com

The Deputy Designated Safeguarding Lead(s) in this school / college is/are:

Miss Rosalind Francis, Head of Girls' Boarding
Tel: 01283 840232 email: RosFrancis@AbbotsBromleySchool.com

Mrs Wendy Gordon, Head of Prep, Named person for EYFS
Tel: 01283 840232 email: WendyGordon@AbbotsBromleySchool.com

The Nominated Governor for Safeguarding is:

Mrs Pauline Norvall
Contacted through the Clerk to the Governors, Mr Rick van Driel. Tel: 01283 840232
RickvanDriel@AbbotsBromleySchool.com

The Chair of Governors is:

Mrs Pauline Norvall
Contacted through the Clerk to the Governors, Mr Rick van Driel. Tel: 01283 840232
RickvanDriel@AbbotsBromleySchool.com

ADOPTED BY GOVERNORS ON; 14/09/17 tba

REVIEW July 2017

Further advice on Safeguarding matters can also be obtained from:

First Response Team including LADO advice: 0800 1313126.
Emergency Duty Team (for out of office hours referrals for children and vulnerable adults) : 0845 6042886.

Staffordshire Prevent Team
Tel: 01785 232054
Email: prevent@staffordshire.pnn.police.uk

LST – Contact details for East Staffs LSTs in Appendix 7

Staffordshire Vulnerable Adults referral contact details (for schools where pupils may be over the age of 18 years and have a physical or sensory impairment; drug or alcohol problems; mental health problem; or learning disability and may not be able to protect themselves from harm or abuse) - 0845 604 2719 or EDT number above

Staffordshire County Council - Education Safeguarding Advice Service 01785 895836;

Email esas@staffordshire.gov.uk

Website [Staffordshire Education Safeguarding Advice](#)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

The Local Police – 101 (non-emergency number)

Or 999 in case of emergency.