



Safeguarding and Child Protection Policy (A6)

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Author:	Senior Deputy Head Senior School
Reviewer:	Advisory Board Member for Safeguarding and Child Protection
Approval body:	Board of Directors

Linked documents

This policy should be read in conjunction with the following published documents by third parties:

- Keeping Children Safe in Education September 2021
- Working Together to Safeguard Children July 2018
- Revised Prevent Duty Guidance: For England and Wales April 2021
- The Prevent duty: Departmental advice for schools and childminders (Revised April 2021)
- The use of social media for on-line radicalization July 2015
- Cambridgeshire County Council Basic Child Protection Booklet 2021
- Sexual Violence and Sexual Harassment between children in Schools and Colleges September 2021
- Guidance for Safer Working Practice May 2019
- Preventing Bullying July 2017
- Mental Health and Behaviour in Schools November 2018
- Elective Home Education April 2019
- Safeguarding and Remote Education During Coronavirus March 2021
- Sharing Nudes and Semi-Nudes December 2020

This policy links to our:

- Peer on Peer Abuse policy (Senior)
- Attendance policy
- Behaviour policy (Senior)
- Good Behaviour Policy (Prep)
- Anti-Bullying (Prep)
- Complaints procedure
- Health and Safety policy
- Online Safety and Acceptable Use policy
- Whistleblowing policy

This policy should be read in conjunction with the following internal documents:

- Suitability of Staff Protocol April 2016
- Wisbech Grammar School Teachers' Guide

Acronyms

CSE	Child Sexual Exploitation
DSL	Designated Safeguarding Lead
DP	Designated Person
EYFS	Early Years Foundation Stage
FGM	Female Genital Mutilation
SCP Board	Safeguarding Children Partnership Board
LADO	Local Authority Designated Officer

Availability

This policy is available to parents and prospective parents on the School website, and a printed copy may be requested from the School Offices/Pupil Services Team.

Introduction

Wisbech Grammar School (Senior School), Magdalene House Preparatory School and EYFS Department fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2021). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex B' of 'Keeping Children Safe in Education' (September 2021) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the school's Board of Directors discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including Directors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its Board of Directors. It is consistent with the Safeguarding Children Partnership Board (SCPB) procedures.

There are four main elements to our policy:

Prevention through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

Procedures for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

Supporting children particularly those who may have been abused or witnessed violence towards others;

Preventing unsuitable people working with children through following processes to ensure that those who are unsuitable to work with children are not employed.

1. Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment
- All concerns will be acted upon as appropriate.
- Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help. in line with guidance provided by the government <https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health> such as
 - How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
 - The characteristics of positive and healthy friendships
 - That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
 - What constitutes sexual harassment and sexual violence and why these are always unacceptable
 - About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
 - What to do and where to get support to report material or manage issues online
 - The impact of viewing harmful content
 - That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
 - That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
 - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
 - How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).
- Provide regularly updated safeguarding training (including online safety) to staff and also ensure that pupils themselves are taught about safeguarding and online safety

In Magdalene House we use P.S! - Healthy and Safer Lifestyles Unit from the Cambridgeshire PSHE Service Personal Development Programme. This Unit reinforces essential skills for every child. Self esteem and confidence building, thinking independently and making assessments of risk based on their own judgements are encouraged throughout the Unit.

Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to:

- Bullying (including cyberbullying, prejudice based bullying and discriminatory bullying),

- Sexual violence and sexual harassment
- The sending of consensual and non-consensual nude and semi-nude images and or videos (sexting or youth produced sexual imagery)
- Abuse in intimate personal relationships between peers
- Initiation/hazing type violence and rituals (these may include harassment abuse or humiliation)
- Physical abuse (which includes hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm),
- Causing someone to engage in sexual activity without consent (such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party)and
- Upskirting (part of the Voyeurism (Offences) Act, April 2019) which typically involves taking a picture under a person's clothing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

All forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

- Create a whole school protective ethos in which there is a zero-tolerance approach to peer on peer abuse, including sexual violence and sexual harassment.
- Provide training for staff regarding:
 - Recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators. However all forms of peer on peer abuse are unacceptable and will be taken seriously
 - How peer on peer abuse cases should be reported as stated in the Peer on Peer Abuse policy and followed up.
 - How to the victims, perpetrators and any other children affected by peer on peer abuse will be supported
 - That online abuse can take place alongside abuse in the real world
- Make it clear to staff that even though there may not be any reported cases of peer on peer abuse, such abuse may still be taking place, but not being reported.
- Provide training for staff so that they are aware of how peer on peer abuse cases should be reported and followed up.
- Ensure that staff understand that abuse is abuse, Instances of peer on peer abuse, including sexual violence and sexual harassment should never be dismissed as banter, just having a laugh, 'boys being boys' or an inevitable part of growing up, as this can lead to a culture of unacceptable behaviours and an unsafe environment for children
- Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy and the Peer on Peer abuse policy, when they become aware of peer on peer abuse.

2. Procedures

We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'multi-Agency Procedures'.

A copy of these procedures can be found on the SCPB website:

<https://www.safeguardingcambspeterborough.org.uk/children-board/>

Designated safeguarding team

The Designated Safeguarding Leads for Child Protection are:

Mr Peter Timmis – Senior Deputy Head (ext 213) (Senior School)

Mrs Keryn Neaves – Senior Deputy Head Prep School (ext 232) (Prep School including EYFS)

The following members of staff have also received the Designated Person training:

Miss Kate Taylor – Head of 6th Form (ext 270)

Mr Al Duncan – Head of Middle School (ext 350)

Mr Tom Calow - Head of Lower School (ext 207)

Mrs Hannah Ryan – School Nurse (ext 381)

Mrs Kate Cook – Prep School (ext 262)

Mrs Rebecca Mackay – Head of Boarding (RJMackay@wisbechgrammar.com)

All Residential and Boarding Staff will be trained to the same level as the Designated Safeguarding team. *Removal of reference to Houseparent*

The nominated advisory board member for Safeguarding and Child Protection is:

Dr Karina Hart

The Board of Directors will:

- Facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure that all systems, processes and policies should operate with the best interests of the child at their heart.
- Support the Headmaster, DSLs and Safeguarding team, to ensure that where there is a safeguarding concern, a child's wishes and feelings are taken into account when determining what action the school will take and what services will be provided.
- Ensure that well-promoted, easily accessible and understood systems are in place, for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Ensure that appropriate safeguarding arrangements are in place for pupils who go missing from education
- Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Designated Personnel, DP), the lead responsibility for child protection remains with the DSL and cannot be delegated. The DSL is also the Head of E-Safety.
- Ensure that the role of DSL and DP is explicit in the role holder's job description.
- Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or

supporting other staff to do so, and to contributing to the assessment of children. (See 'Keeping Children Safe in Education, Annex C'). Ensure that the DSL and deputies have undertaken the two day training provided by the Education Child Protection Service and that this training is updated at least every two years.

- Ensure that in addition to the formal training set out above, the DSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading at least annually and complete updated training every two years.
 - Ensure that every member of staff, paid and unpaid, and the Board of Directors knows who the Designated Personnel are and the procedures for passing on concerns from the point of induction.
 - This is achieved through notices with photographs and contact information of all the Safeguarding team along with the procedure staff need to follow when they have concerns are displayed on the Common Room notice board in the Child Protection section. These Notices are distributed annually and as and when personnel change, and are also provided at induction.
 - Staff Members are to log all concerns on 'MyConcern' either through a computer or the IOS or android App. Where this is not available logging concern forms are still able to be processed. All concerns should be passed to
Senior School: Mr Timmis, Miss Taylor, Mr Duncan or Mr Calow, Mrs Mackay
Magdalene House: Mrs Neaves, Miss Cook
- Wherever possible referrals will be made by a Designated Person to Cambridgeshire Children's Social Care (or the Children Services in the local authority where the child is resident) using their preferred form of referral . If it is considered that a child or young person is at risk of serious harm the centre will be contacted immediately on 0345 045 5203 (8am-6pm Mon-Fri) Out of hours emergencies 01733 234724. All cases will be referred within 24 hours of a disclosure or a suspicion of abuse.
- Ensure that the DSL or DP are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DPs are not available in both the Senior School and Magdalene House. The appropriate course of action is as follows:
 - In such a circumstance, staff should contact the Headmaster, Mr Chris Staley and in his absence any available member of the Senior Leadership Team.
 - Any staff member who is concerned that a child is at risk may make a direct referral to Social Care without parental consent. However in normal circumstances referrals will be made by one of the DPs.
 - Liaise with the three Safeguarding partners (Local Authority, clinical commissioning group and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children , 2018
 - Ensure that DSLs and DPs take advice from a child protection specialist when managing complex cases. The Designated Personnel have access to professional consultations with staff working in the integrated Front Door (MASH and Early Help). The Emergency Duty Team (out of hours) is also available. Contact numbers are found in Appendix B.
 - Nominate an advisory board member for safeguarding and child protection who has undertaken appropriate training.
 - Ensure every member of staff, advisory board member and Director knows:
 - the name of the designated person/s and their role;
 - how to identify the signs of abuse and neglect;
 - That abuse can be multi-faceted, taking place online, face to face or both alongside each other.
 - how to pass on and record concerns about a pupil;

- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DP;
 - that they have a responsibility to provide a safe environment in which children can learn;
 - where to find the Inter – Agency Procedures on the SCPB website;
 - their role in the early help process the importance of this process and range of factors indicating a need for early help;
 - the process for making referrals to children’s social care.
 - they can make a referral themselves using the numbers listed above, some referrals will not require parental consent (Section 47) but that routinely we would expect referrals to come through the safeguarding team and where appropriate parental consent would be sought
- Ensure all staff members undergo safeguarding and child protection training at induction. This training will include information about the types of Abuse, how to identify the signs of abuse, How to log a concern, the make-up of the Designated Safeguarding Team, the location of documents and policies, How to make a referral to the Multi Agency Safeguarding Hub, Early Help, Prevent Duty, E-Safety and any recent changes in guidance, such as the recent changes to KCSIE 2021 and WTTSC in 2018. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required but at least annually.
 - Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website

Ensure that this policy is available on the School website:

<http://www.wisbechgrammar.com/Inspection-Reports-and-Policies>

Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including children with a social worker) are experiencing/have experienced with teachers and school and leadership staff.

Liaison with Other Agencies

The school understands that information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children’s welfare, including their educational outcomes. Providing as much information as possible will aid a contextual approach to safeguarding and the prevention of bullying, cyber bullying and discriminatory or prejudice-based bullying The school will:

- Work to develop effective links with relevant services to promote the safety and welfare of all pupils.
- Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Unit immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

Please also refer to the Covid guidance attached as an Appendix to this policy for the actions schools should take to safeguard vulnerable children in liaison with children's social care.

Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

Record All concerns, discussions and decisions made, and the reasons for those decisions, will be written up on MyConcern including:

- a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
- Ensure all remaining hard-copy pupil records are kept securely; separate from the main pupil file, and in a locked location and that new electronic records are stored on an identified, purpose-built, secure platform (MyConcern).
 - Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2020) and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.
 - Make parents aware that such records exist except where to do so would place the child at risk of harm.
 - Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

Confidentiality and information sharing

The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.
- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Personnel will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.

- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice
- Seek advice about confidentiality from the Information Governance Team and/or outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

Communication with Parents/Carers

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties on the school prospectus/website.
- Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- Seek advice from Social Care if the school believes that notifying parents could increase the risk of immediate harm to the child or another person or prejudice the prevention or detection of a crime. *[Further guidance on this can be found in Effective Support for Children and Families in Cambridgeshire and Peterborough.* Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

Dealing with Sexual Violence and Sexual Harassment between children

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats. This also includes 'upskirting' which involves 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. Upskirting is now a criminal offence

The school will:

- Take a zero tolerance stance regarding sexual violence and sexual harassment
- Take victims seriously acknowledging the scale of harassment and abuse and never downplay the behaviours involved.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment

- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations. Where the victim and perpetrator are both boarders they will be housed separately until such time as a risk assessment can be completed and further decisions be made.
- Liaise closely with external agencies, including police and social care, when required.
- The school will work in line with further guidance found in 'Keeping Children Safe in Education - Part Five' (September 2021), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, 2021) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS 2020)

3. Supporting Children

Mental Health

The school recognises that any child may be subject to abuse and neglect and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

- Providing curricular opportunities to encourage self-esteem and self-motivation.
- Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- Developing productive and supportive relationships with parents/carers.
- The school recognises that whilst any child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances (see pages 8-9 of KCSIE 2021 for the complete list) the list includes:

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

The school recognises that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

The school recognises that Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, staff should understand that it is important that the child perpetrator is also recognised as a victim.

The school recognises that the experiences of boys and girls in a CCE situation may be very different.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including:

- Gender
- Sexual identity
- Cognitive ability
- Learning difficulties
- Communication ability,
- Physical strength
- Status
- Access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- Appear with unexplained gifts, money or new possessions;
- Associate with other children involved in exploitation;
- Suffer from changes in emotional well-being;
- Misuse drugs and alcohol
- Go missing for periods of time or regularly come home late
- Regularly miss school or education or do not take part in education.

The School recognises that children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- Have older boyfriends or girlfriends
- Suffer from sexually transmitted infections
- Display sexual behaviours beyond expected sexual development
- Become pregnant.

County lines

The school recognises that county lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

The School recognises that Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children’s homes and care homes and that children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or

threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

Staff should be aware that a number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- Go missing and are subsequently found in areas away from their home;
- Have been the victim or perpetrator of serious violence (e.g. knife crime);
- Are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- Are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- Are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- Owe a 'debt bond' to their exploiters;
- Have their bank accounts used to facilitate drug dealing.

Modern Slavery and the National Referral Mechanism

The School recognises that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs

In practice, it can be challenging to identify a potential victim of modern slavery. Potential victims may be reluctant to come forward or not recognise themselves as victims. However Staff should consider the following as some indicators of modern day slavery (this is not an exhaustive list):

- Have no access to their parents or guardians (although children may be living with their parents or guardians and still be exploited)
- Look intimidated
- Behave in a way that does not correspond with behaviour typical of children their age
- Have no friends of their own age
- Have no access to education
- Have no time for playing
- Live apart from other children and in substandard accommodation
- Eat apart from other members of the "family"
- Be given only leftovers to eat
- Be engaged in work that is not suitable for children
- Travel unaccompanied by adults
- Travel in groups with persons who are not their relatives

If Staff believe a pupil is the victim of modern day slavery they must report this to the DSL or a member of the safeguarding team immediately. They will then contact children's services for the local authority that pupil resides in. They will also complete a NRM referral. under the 'Duty to Notify' through the online portal: <https://www.modernslavery.gov.uk/start>

Cybercrime

The School recognises that Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer) such as;

- Unauthorised access to computers (illegal 'hacking'),
- Denial of Service (Dos or DDoS) attacks or 'booting' (attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources)
- Making, supplying or obtaining malicious software (malware) e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offences

The School recognises that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If staff have concerns a child in this area, they must speak to the DSL or a member of the safeguarding team. They will then consider referring into the 'Cyber Choices' programme (a nationwide police programme supported by the Home Office and led by the National Crime Agency). It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Where the crime is Cyber-enabled and is a crime in its own right (e.g. buying illegal drugs online) pertains to a form of peer on peer abuse (e.g. online bullying) pupils will be supported as outlined in the appropriate sections with in this policy and not through 'Cyber Choices'.

Children with Disabilities, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

The school has pupils with emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHCE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as telling and who to tell, good and bad touches and how to manage risk. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

Children who are Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Children Frequently Missing Education

School recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the school follows the procedure as set out in Cambridgeshire's Children Missing Education guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

Child abduction and community safety incidents

The School recognizes that child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. That it can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Staff should be aware of other community safety risks in the vicinity of a school which can raise concerns amongst children and parents, such as

- people loitering nearby
- unknown adults engaging children in conversation.

Our pupils become more independent as they progress through the school and will need practical advice on how to keep themselves safe when out and about. The School will run outdoor-safety lessons run by teaching Staff, appropriate external speakers or by local police staff. Lessons will focus on building children's confidence and abilities rather than simply warning them about all strangers.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action in the following situations:

- When there is evidence or reasonable cause:
- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour

- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Children Living with Domestic Abuse

The Domestic Abuse Act 2021 introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been personally connected regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial, emotional and coercive and controlling behaviour

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

Children at risk of 'Honour- Based' Abuse (Female Genital Mutilation and Forced Marriage)

So called 'honour-based' violence encompasses 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. The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make

appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire Local Safeguarding Children Board 'Inter - Agency Procedures.'

Children showing signs of Abuse and/or Neglect

School recognise that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

The Board of Directors will ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's/college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements.

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

Children who are Victims of Online Abuse and Offline Abuse Facilitated Online

The School recognizes that abuse can occur directly online, in cases such as, coercion to supply indecent images and that pupils must be given the tools and skills to avoid and report these forms of abuse, but also that this may then lead to abuse occurring in the real world in the form of sexual or criminal exploitation radicalization and other forms of abuse. The online world may also be used to coordinate abuse in the real world without abuse having occurred directly on line in the first place, an example of this would be the use of websites to engage vulnerable young people in radical political doctrine.

Children in the Court System

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The school will refer to age appropriate guides suggested in KCSIE 2018 to support pupils

- Children 5-11
<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>
- Children 12-17
<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

The school recognises that any court process can cause families stress and anxiety and that this can have a detrimental effect on the functioning of the family unit especially if there are allegations within the household or family. In such cases the school will recommend the Ministry of Justice's Child arrangements information tool.

<https://helpwithchildarrangements.service.justice.gov.uk/>

Children who are Homeless

Wisbech Grammar School recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) will therefore be aware of the contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

We understand that the indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. In such cases the school will liaise with local agencies regarding housing but will still refer to Children's Social Care as our primary support mechanism.

Whilst homelessness will largely affect children living with families, the school is aware that some young people aged 16-17 could be living independently, they will therefore require a different level of support and intervention. In such cases the school will liaise with Children's Services and appropriate referrals will be made.

The School also strives to engage with pupils and families at risk of homelessness ahead of them leaving the home, in such cases the school would make a referral to Early Help.

Children at Risk of Serious Violent Crime

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs and may be at risk of criminal exploitation

All staff should be aware of the associated risks and understand the measures in place to measure these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its criminal exploitation of children and vulnerable adults: county lines guidance.

Part two: The management

4. Preventing unsuitable people from working with children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2021). This section should be read in conjunction with the school's Safer Recruitment Policy. When a member of staff moves from being a member of day staff into residential staff a further DBS check will be conducted.

The Board of Directors will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training

- Mrs Ana Weston – Deputy Bursar and HR Manager
- Mr Chris Staley – Headmaster
- Mrs Keryn Neaves Senior Deputy Head Magdalene House (Safeguarding Children and Safer Recruitment Training – NSPCC)

Allegations

All allegations and concerns regarding staff must be reported straight away to the Headmaster. In discussion with appropriate members of Senior Management it will be decided whether or not the allegation or concern might indicate that a member of staff, supply staff or volunteer poses a risk of harm and as a result must be reported to the LADO.

The school is committed to ensuring that all concerns are shared responsibly and with the right person, recorded and dealt with appropriately to encourage an open and transparent culture. This Safeguarding and Child Protection Policy September 2021 (A6)

will allow us to identify concerning, problematic or inappropriate behavior, minimize the risk of abuse and ensure all staff, supply staff and volunteers are clear of the professional boundaries and expectations we have of them. All adults working with young people and children at Wisbech Grammar School must work within these boundaries and meet these expectations as outlined in the Staff Code of Conduct and ensure at all times that they are positive ambassadors for the school's ethos and values.

Staff should also have the confidence to self-refer should they feel for any reason that they may have acted or been perceived to have acted in a way that does not reflect the school's expectations or is not in-line with advice outlined in Guidance for Safer Working Practices 2019

All allegations and concerns will therefore be dealt as described below:

Allegations of Abuse against Staff (Allegations that may meet the harms threshold)

Any allegation of abuse made against a member of staff, where the allegation might indicate that a person might pose a risk of harm (Including supply staff and volunteers) will be reported straight away to the Headmaster. In cases where the Headmaster is the subject of such an allegation, it will be reported to the Board of Directors Representative – Natalie Miller. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2021).

The school will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2021) and the School's Code of conduct

Under Section 75 of the Childcare Act, 2006 individuals are disqualified from childcare provision if they have committed certain specified offences. Staff may also be disqualified "by association" if they are living or working in the same household as a person who is disqualified. This applies to any member of staff employed in early year's childcare (up to the age of 5) or later year's childcare (up to the age of 8) in nursery, primary or secondary school settings or the management of such settings. Staff should sign a self-declaration form to confirm that they are not "disqualified by association". A record of self-declaration should be kept on the school's Single Central Record. (See the Safer Recruitment Policy where this is set out in greater detail).

The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. Please note that the Headmaster or Board of Directors Representative should not seek to interview the children or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (Including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. If the member of staff is involved in the School's Boarding provision they may be removed from School accommodation, in such cases arrangements for them to be accommodated appropriately offsite will be made.

Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

The school will ensure that all staff, supply staff and volunteers, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.

All staff have signed to confirm that they have read a copy of the Local Authority's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (October 2015).

The school will ensure that staff supply staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

The School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) at school, or would have been removed had they not left, it will not be appropriate to reach a settlement/compromise agreement.

If the allegation is substantiated and the person is dismissed, or the person resigns or otherwise ceases to provide his or her services, the designated officer(s) will discuss with the case manager and the HR Manager whether the school will decide to make a referral to the DBS for consideration of whether inclusion on the barred lists is required; and, in the case of a member of teaching staff, whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

Low level concerns against staff (Allegations that do not meet the harms threshold)

The school recognizes that whilst these concerns do not meet the harm threshold, they are still significant and must be acted upon. These concerns will be passed by the Headmaster to the appropriate Senior Deputy Head and investigated, reported and documented as outlined in our Staff Disciplinary Policy and Complaints Policy, Staff Code of Conduct and procedures set out in Part four of 'Keeping Children Safe in Education' (2021).

In cases where the Headmaster is the subject of such an allegation, it will be reported to the Board of Directors Representative – Natalie Miller. (See Allegations flowchart Appendix C.)

The school's low level concern policy can be found within our Staff Code of Conduct

Staff Use of Mobile Devices

Our policy on use of mobile phones, cameras and sharing of images is set out in Appendix B, C and G of the Online Safety Policy and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

Within the EYFS setting, The School allows staff to bring in personal mobile telephones and devices for their own use. Members of staff are not to contact parents using their personal devices – except for dire emergencies e.g. emergency contact with parents required, but malfunction of all the setting phones due to power cuts. Users bringing personal devices into the setting must ensure there is no inappropriate or illegal content on the device. Further guidance on this is laid out in Appendix C of the Online Safety Policy

All staff must ensure that their mobile telephones/devices are left inside their bag throughout contact time with children.

Mobile phone calls may only be taken during staff breaks or in a staff member's own time - and in a designated staff area. If staff have a personal emergency they are free to use the setting's phone or make a personal call from their mobile in a designated staff area of the setting, e.g. a staff room.

Parent permission is sought before photos are taken using the school iPads for use within the Tapestry programme where pupil development is tracked

The Board of Directors fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

5. The Board of Directors Responsibilities

The Board of Directors will:

- Facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Ensure that all systems, processes and policies should operate with the best interests of the child at their heart.
- Support the Headmaster, DSL and Safeguarding team, to ensure that where there is a safeguarding concern, a child's wishes and feelings are taken into account when determining what action the school will take and what services will be provided.
- Ensure that well-promoted, easily accessible and understood systems are in place, for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.
- Ensure that appropriate safeguarding arrangements are in place for pupils who go missing from education
- Nominate an advisory board member for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the Board of Directors, and copied to the Education Child Protection Service. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.
- Ensure that if it provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
Where services or activities are provided separately by another body, either on or off school

site, the Board of Directors will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on **27 August 2021**

and will be reviewed by **1 September 2022**

Appendix A: Four categories of abuse

1. Physical abuse

Physical Abuse 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.

2. Neglect

Neglect is 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.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers 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

3. Emotional abuse

Emotional Abuse is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only insofar as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

4. Sexual Abuse

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.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
 - 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.

Appendix B: Useful Contacts

Education Safeguarding Team	Tel 01223 703800
ECPSGeneral@cambridgeshire.gov.uk	
Early Help Hub (EHH)	Tel: 01480 376666
Multi-Agency Safeguarding Hub – referrals and professional consultation	Tel: 0345 045 1362
Emergency Duty Team (Out of hours) 234724	Tel: 01733
Police Child Abuse Investigation Unit	Tel: 101
Local Authority Designated Officer (LADO) LADO@cambridgeshire.gov.uk	Tel: 01223 727967
Named Senior Officer for allegations Education Adviser – Diane Stygal	Tel: 01223 507115
Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures http://www.safeguardingpeterborough.org.uk/children-board/	

Relevant Documents

“Keeping Children Safe in Education: Statutory guidance for schools and colleges” (September 2021)

COVID-19: safeguarding in schools, colleges and other providers (May 2020)

“Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“The Prevent Duty, Departmental advice for schools and childcare providers” (Revised April 2021)
Safeguarding and Child Protection Policy September 2021 (A6)

“Revised Prevent Duty Guidance: for England and Wales” (Revised April 2021)

Sharing nudes and semi-nudes: advice for education settings working with children and young people published by the UK Council for Child Internet Safety (UKCCIS) – (December 2020)

“Sexual violence and sexual harassment between children in schools and colleges” (September 2021)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

Appendix C: Job Descriptions

Job Description: Designated Safeguarding Lead (DSL)

The designated safeguarding lead is the person appointed to take lead responsibility for child protection matters in school and providing advice and support to other staff on child welfare. They will contribute to the assessment of children by taking part in strategy discussions and inter-agency meetings, or support other staff to attend in their place. This role forms part of the wider position of Senior Deputy Head, and the DSL role is also set out in that post holder’s job description.

The DSL manages the ‘designated safeguarding team’ (DST) which is made up of Designated Persons (DPs) who cover the role of the designated safeguarding lead when they are unavailable. The lead responsibility for safeguarding and child protection remains with the DSL.

All schools must have a designated safeguarding lead in place to deal with child protection concerns.

The DSL or a DP should always be available during school hours for staff to discuss any safeguarding concerns.

Training

The designated safeguarding lead (and deputies) should attend training to enable them to carry out their role. This should be updated every two years as a minimum. The course to be undertaken as a minimum requirement are:

- Basic Child Protection (one day)
- Designated Person for Child Protection (two days)

In addition to formal training, the DSL should keep their knowledge and skills up to date via online training, e-bulletins, opportunities to network with other DSLs, and attend locally arranged briefings. These opportunities should be taken up at least once a year but more regularly if possible so that the DSL:

- Identifies, understands and responds to specific needs that can increase the vulnerability of pupils as well as the specific harms that can put them at risk, in order to safeguard and promote the welfare of pupils
- Understands the importance of and the systems relating to referral and assessment process for early help and Children’s Social Care intervention
- Understands the importance of information sharing both within the school community and with other schools and other appropriate agencies, organisations and practitioners, to promote contextual safeguarding.

- Knows about child protection case conferences and reviews and can contribute to these effectively when required
- Ensures that all staff have access to and understand the school's safeguarding and child protection policy
- Is aware of the needs of any children with special educational needs, relevant health conditions and disabilities, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child
- Understands the relevant data protection legislations and regulations (Data protection act 2018 and UK GDPR)
- Keeps detailed, accurate and secure records of concerns and referrals and understand the purpose of this record keeping
- Understands the role of the school in terms of the Prevent duty where required
- Attends refresher and other relevant training
- Understands the lasting impact that trauma can have on a child's behavior, mental health, wellbeing and ultimate educational outcomes
- Encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Responsibilities

Working with others: The DSL should:

- Work with the Senior Leadership Team to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- Liaise with the Headmaster to keep them informed of any safeguarding of issues especially ongoing enquiries and police investigations , pupils who have a social worker and ensure that their academic progress and attainment is understood, maintaining at all times, high aspirations for these pupils.
- As required, liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies,
- Support teaching staff to provide additional academic support and reasonable adjustments to help our pupils that have or have had, a social worker, to ensure that they reach their potential.
- Act as a source of support, advice and expertise for staff.
- Overall Responsibility for online safety (working with the Assistant Head Academic Administration)
- To annually review the School's safeguarding procedures and feedback to the Board of Directors via an annual report.
- Liaise with the Senior Mental Health Lead or appropriate other staff when safeguarding matters are related to mental health
- Promote supportive engagement with parents with regard to safeguarding and child welfare, especially those who are facing challenging circumstances

Managing referrals: The DSL should:

- Refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care
- Where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation
- Refer cases to the Disclosure and Barring Service (DBS), where a member of staff has been dismissed following concerns they posed a risk to a child.

- Refer cases to the police where a crime has been or may have been committed.

Raising awareness: The DSL should:

- Work with the Board of Directors to ensure the school's safeguarding and child protection policy is updated and renewed annually and that all members of staff have access to it and understand it, especially new and part time staff
- Provide regular briefings and updates at staff, departmental and Director meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities
- Ensure the child protection policy is available publicly and that parents are aware of the policy and that schools may make referrals to children's social care if there are concerns about abuse or neglect
- Link with the SCPB to keep up to date with training opportunities and the latest local policies.

Providing Support to Staff

The DSL will work to support staff in developing the expertise necessary to feel confident in supporting pupils in safeguarding and child protection matters by:

- Ensuring that staff are supported during the referrals processes
- Supporting staff to consider how safeguarding welfare and educational outcomes are linked, allowing them to specifically inform those pupils' pastoral and academic support framework

Understanding the Views of Children

The DSL must understand the importance of pupils feeling that they have been heard and understood, they must work with the support of the Senior Leadership Team to develop the knowledge and skills to:

- Encourage a culture among all staff of listening to children, taking account of their wishes and feelings when putting in place measures to protect them
- Understand the difficulties that children have may encounter in approaching staff about their circumstances
- Build trusted and appropriate relationships that facilitate communication

Record keeping

It is also the designated safeguarding lead's responsibility to keep detailed, accurate and secure written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where children leave the school or college, ensure 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 delivery and confirmation of receipt should be obtained.

Training of other staff (including non-teaching staff and Directors)

It is the role of the designated safeguarding lead, working with the Headmaster, to ensure all staff:

- Have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect, the Prevent Duty and Online Safety
- Are able to identify the signs and indicators of abuse, respond to disclosures appropriately and respond effectively and in a timely fashion when they have concerns.

Job Description: Designated Person for Safeguarding and Child Protection (DP)

Designated Persons work with and are coordinated and managed by the Designated Safeguarding Lead. Together they form the 'Designated Safeguarding Team' (DST)

The Designated Safeguarding Lead (DSL) or a DP should always be available during school hours for staff to discuss any safeguarding concerns. As such a DP will carry out the role of the DSL if they are not available.

Training

The DPs should attend training to enable them to carry out their role. This should be updated every two years as a minimum. The course to be undertaken as a minimum requirement are:

- Basic Child Protection (one day)
- Designated Person for Child Protection (two days)

In addition to formal training, the DP should keep their knowledge and skills up to date via online training, e-bulletins, and opportunities to network with other DPs and DSLs, and attend locally arranged briefings. These opportunities should be taken up at least once a year but more regularly if possible so that the DSL can be supported by a DP who:

- Identifies, understands and responds to specific needs that can increase the vulnerability of pupils as well as the specific harms that can put them at risk, in order to safeguard and promote the welfare of pupils
- Understands the importance of and the systems relating to referral and assessment process for early help and Children's Social Care intervention
- Understands the importance of information sharing both within the school community and with other schools and other appropriate agencies, organisations and practitioners.
- Knows about child protection case conferences and reviews and can contribute to these effectively when required
- Ensures that all staff have access to and understand the school's safeguarding and child protection policy
- Is aware of the needs of any children with special educational needs, relevant health conditions and disabilities, young carers and those receiving support from the local authority including a child in need, a child on a child protection plan or a looked after child
- Understands the relevant data protection legislations and regulations (Data protection act 2018 and UK GDPR)
- Keeps detailed, accurate and secure records of concerns and referrals and understand the purpose of this record keeping
- Understands the role of the school in terms of the Prevent duty where required
- Attends refresher and other relevant training
- Understands the lasting impact that trauma can have on a child's behavior, mental health, wellbeing and ultimate educational outcomes
- Encourages a culture of listening to children and taking account of their wishes and feelings in terms of what the school does to protect them.

Responsibilities

Member of the DST: The DP should:

- Work under the guidance of the DSL and alongside the DST to ensure safeguarding is at the heart of the school ethos and that all staff are supported in knowing how to recognise and respond to potential concerns.
- Liaise with the DSL to keep them informed of any safeguarding of issues especially ongoing enquiries and police investigations

- Act as a source of support, advice and expertise for staff.
- Liaise with the DSL and other staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Support the DSL as required with their responsibilities, this may include but is not limited to:
 - Staff training
 - Policy updates
 - Pupil interventions
 - Leading sessions aimed at informing the pupil body of safeguarding issues
 - Record keeping

If the DSL is unavailable: the DP should be prepared to:

- Liaise with the local authority case manager or the designated officer at the local authority if a concern has arisen regarding a member of staff
- Refer cases of suspected abuse to Children's Social Care, and support staff who have raised concerns about a child or have made a referral to Children's Social Care
- Where there are concerns about radicalisation, to make referrals to the Channel programme and offer support to other staff who have concerns about radicalisation
- Refer cases to the Disclosure and Barring Service (DBS), where a member of staff has been dismissed following concerns they posed a risk to a child.
- Refer cases to the police where a crime has been or may have been committed.
- Provide briefings and updates at staff, departmental and Director meetings to help ensure that everyone is kept up to date on latest policy developments and reminded of their responsibilities

Record keeping: the DP should

- Work with the DSL to ensure accurate and confidential records of safeguarding concerns are kept.
- be familiar with the process for recording child protection concerns and be aware of the School's filing and record management procedure's.
- must also have access to the child protection records if the DSL is unavailable.

Understanding the Views of Children

The DP must understand the importance of pupils feeling that they have been heard and understood, they must work with the support of the DSL to develop the knowledge and skills to:

- Encourage a culture among all staff of listening to children, taking account of their wishes and feelings when putting in place measures to protect them
- Understand the difficulties that children have may encounter in approaching staff about their circumstances
- Build trusted and appropriate relationships that facilitate communication

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Appendix D: Managing an Allegation Against a Member of Staff in your Establishment

