Durston House School

CHILD PROTECTION AND SAFEGUARDING POLICY

2023-2024

(Next review Sept 2024)

Contents

1   Key External Contact Details

Local Authority Designated Officer **Child Protection Advisor** **Mon/Thurs/Fri**	Natalie Cernuda MOB: 07890940241 TEL: 020 8825 8930 EMAIL: asv@ealing.gov.uk Sherwyn Sicat – 020 8825 8930
Head of Safeguarding Ealing Children's Services	John Churchill TEL: 020 8825 8364
Local Authority Children's Social Services: ECIRS (Ealing Children's Integrated Response Service)	TEL: 020 8825 8000 EMAIL: ECIRS@ealing.gov.org OUT OF HOURS EMERGENCY DUTY TEAM TEL: 020 8825 8000 or 5000 EMAIL: sscallcentre@ealing.gov.uk
Police Child Protection Team **ECIRS Consultation line** **Ealing Family Information Service**	TEL: 020 8246 1901 TEL: 020 8825 5236 TEL: 020 8825 5588
Support and Advice about Extremism	TEL: 020 8825 9849 EMERGENCY: 999 NON EMERGENCY NUMBER: 101 EMAIL: prevent@ealing.gov.uk **UK anti-terrorism hotline:** 0800 789 321 **Local Authority** TEL: 020 8825 8895 EMAIL: matinn@ealing.gov.uk PREVENT CO-ORDINATOR: Nazia Matin **Department for Education** NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk

NSPCC Whistleblowing Advice Line	ADDRESS: Weston House
	         42 Curtain Road
	         London
	         EC2A 3NH
	TEL: 0800 028 0285
	EMAIL: help@nspcc.org.uk

Teaching Regulation Agency	ADDRESS: Teacher Misconduct
	         Ground Floor South
	         Cheylesmore House
	         5 Quinton Road
	         Coventry CV1 2WT
	TEL: 0207 593 5393

	EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk
Independent Schools Inspectorate	TEL: 0207 6000100 EMAIL: concerns@isi.net

2   Key School contact Details

Governors	**Chairs of Governors** Kevin Mahoney TEL: 07743 321 296 EMAIL: kevinmahoney78@hotmail.com **Nominated Safeguarding Governor** Ben Purkiss TEL: 07843 265537 EMAIL: bpurkiss@durstonhouse.org
Designated Safeguarding Lead ("DSL") and Deputy Designed Safeguarding Leads ("DDSL")	**Main DSL for the School** Lauren Vallely TEL: 07730 219533 EMAIL: LVallely@durstonhouse.org **Deputy DSL** Philippa Orr TEL: 07912 277463 EMAIL: POrr@durstonhouse.org **Deputy DSL** Dawn Finlayson TEL: 07912 380105 DFinlayson@durstonhouse.org **Deputy DSL & EYFS** Amy Cannon TEL: 077083 92708 ACannon@durstonhouse.org
Head	Giles Entwisle TEL: 07703 438377 EMAIL: GEntwisle@durstonhouse.org

3   Policy Statement

At Durston House School we are fully committed, at all times, to safeguarding and promoting the welfare of the children who are pupils at the school. We recognise the moral responsibility and statutory duty placed on all adults working in the school. We aim to provide a safe and welcoming environment, underpinned by a culture of openness where both children and adults feel secure and supported; are able to raise concerns and believe they are being listened to; and that appropriate action will be taken to keep them safe.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2023) ("*KCSIE*")
  - Disqualification under the Childcare Act 2006 (August 2018)
  - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (2018) ("*WT*")
  - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (April 2021)
  - The Prevent Duty: Departmental advice for schools and child care providers (August 2015)
  - The use of social media for on-line radicalisation (July 2015)
- The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020)
- The Domestic Abuse Act 2021
- Local Government Act 2000
- Education Act 2002
- Children Act 2004
- Children and Social Work Act 2017
- The Children Act 1989
- Meeting Digital Standards in Schools and Colleges 2023

This policy also takes into account the procedures and practice of Ealing Local Authority as part of the inter-agency safeguarding procedures set up by Ealing Children's Integrated Response Service (ECIRS), and Ealing Safeguarding Children Partnership (ESCP).

This policy also has regard to the following Durston House School documents:

Staff Code of Conduct and Guide for Safer Working Practice
Low Level Concerns Policy
Whistleblowing Policy
Staff Induction Policy
Relationships and Sex Education Policy
EYFS Policy
Visiting Speakers Policy
Behaviour Policy
Anti-bullying Policy
Safer Recruitment Policy
SEND Policy
Online Safety Policies

4   Concerns about a Child

The school has a duty to consider at all times the best interests of the pupils and to take action to enable them to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility. We give equal priority to keeping all children and young people safe regardless of their age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation.

Parents are encouraged to raise any concerns directly with the school. Parents can consult the safeguarding policy if they have concerns about the safety and/or welfare of children.

The school has arrangements for listening to children and providing early help. This is done through a range of avenues: the Form Class and Form Time, the Form Teacher/Tutor, Heads of Years, Heads of House, Subject Teachers, Teaching and School Assistants, the DSL and Deputy DSLs, and any other member of staff. Active representation of pupil voice is made through the School Council. Pupils are reminded about whom they can talk to through Whole School assemblies, House Assemblies and Form Time. 'Who to speak to if you have a concern' posters are displayed in each building of the school. Pupils from Year 3 upwards are able to report anonymous concerns on Whisper. There are worry boxes around the school and pupils are regularly surveyed to gauge their thoughts and feelings on a variety topics, e.g. keeping safe online.

4.1 Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse;
- emotional abuse;
- sexual abuse; and/or
- neglect.

Staff are referred to **Appendix 1** of this policy for further detail of the types of abuse and possible signs of abuse.

5 Procedures for Dealing with Concerns about a Child

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else would take action and share information that might be critical in keeping children safe.

The guidance, *Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers* supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. If in doubt about what information can

and should be shared, staff should speak to the Designated Safeguarding Lead ("DSL"). All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously and that they will be supported and kept safe
- ensure that the individual is not made to feel ashamed for making the report or given the impression that they are creating a problem by making the report
- not guarantee absolute confidentiality (as this may not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

It is important to note that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected. They may not recognise their experiences as harmful and children may feel embarrassed, threatened, or humiliated. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. Staff should continue to have a professional curiosity and speaking to the DSL if they have concerns about a child. It is important for staff to determine how to build trusting relationships with children and young people, which facilitate communication.

All concerns, discussions, and decisions (together with reasons) made under these procedures should be recorded using the safeguarding software used by the school, **MyConcern**. If MyConcern is not available for any reason, staff should use the appropriate 'Report a Welfare Concern Information Form' (Appendix 2) or 'Report a Child Protection Concern Information Form (Appendix 3) The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. The information should be kept confidential and stored securely, ensuring that the information is only accessible to those who need to see it, and is shared in accordance with the guidance set out in Parts one and two of KCSIE.

Where the allegation relates to harmful sexual behaviours, the disclosure should be managed in line with the guidance contained in this policy under the section on child-on-child abuse.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The School manages this by close co-operation between the DSL, Deputy DSL's, the family and local agencies, where appropriate. The School operates its processes with the best interests of the pupil at their heart.

5.1   Contextual Safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. The School will, as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The School will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

5.2   Early Help

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- Is disabled or has certain health conditions and has specific additional needs

- Has special educational needs (whether or not they have a statutory education, health and care plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing/goes missing from care or from home
- Is misusing drugs or alcohol themselves
- Is at risk of modern slavery, trafficking, or sexual or criminal exploitation
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Has returned home to their family from care
- Is showing early signs of abuse and/or neglect
- Is at risk of being radicalised or exploited
- Is experiencing, or is at risk of experiencing family ostracism
- Is a privately fostered child;
- Is persistently absent from education, including persistent absences for part of the school day.

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Early Help and Assessment Plan referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving. The School is committed to being a part of discussions with safeguarding partners and the DSL and DDSLs will familiarise themselves with local safeguarding partner guidance on thresholds.

5.3   What staff should do if they have concerns about a child

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care. As set out above, staff should not assume that somebody else would take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL should press children's social care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

5.4   What staff should do if a child is in danger or at risk of harm

If staff (including governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and/or the Police. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge

receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Executive is Ealing Safeguarding Children Partnership (ESCP). A full copy of their local procedures can be found here.

Please refer to the policy **Staff Code of Conduct and Guidance for Safer Working Practice**, where arrangements are detailed regarding working in one-to-one situations.

5.5   Actions if a child is seen as at risk of radicalisation (Prevent Duty)

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or 101 (non-emergency) local procedure or by submitting a referral form to Ealing Prevent or emailing it directly to prevent@ealing.gov.uk or call the police in confidence on 0800 789 321. Advice and support can also be sought from children's social care and Ealing's Children Integrated Response Services (ECIRS).

The school, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL, and governors responsible for safeguarding to ensure the school's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

5.6   Actions if you discover an act of Female Genital Mutilation ("FGM")

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

5.7   Children at risk from or involved with 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 wellbeing, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care.

5.8   What staff should do if a child goes missing from education (CME)

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The school's procedures for unauthorised absence and for dealing

with children who go missing from education can be found in the policy **Missing Pupil Policy and Procedures** and **Children Missing in Education** section included in Annex A of this policy.

Parents should provide the School with at least two emergency contacts for their child to provide the School with additional options to communicate with a responsible adult. If a pupil fails to attend school without reason, all reasonable efforts will be made to determine the whereabouts of a pupil. If no contact is made by the end of the first day of absence, the DSL will be informed, who will decide on the appropriate action to take.

The School will report to Ealing CME Officer (cme@ealing.gov.uk) 020 8825 5040 (school attendance service line) a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

5.9   If a child needs a social worker (Children in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

5.10   What staff should do if a child requires mental health support

The school has an important role to play in supporting the mental health and wellbeing of its pupils. 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.
Staff can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people. An on-going programme of CPD encourages and allows staff to complete the First Aid Mental Health qualification alongside other training opportunities provided to develop pastoral care.

5.11   Actions if you have safeguarding concerns about another member of staff

If staff have safeguarding concerns about another staff member (including supply staff and volunteers), then this should be referred to the Head. In the event of allegations of abuse being made against the Head, staff are referred to the procedures below in section 7, regarding managing allegations against staff (including volunteers) of abuse and refer the matter directly to the Local Authority Designated Officer (LADO) at Ealing Safeguarding Children Partnership.

5.12   Actions if staff have concerns about safeguarding practices in the School

The school aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the school's safeguarding systems, these should be raised in accordance with the school's **Whistleblowing Policy** which can be found on the school SharePoint site DurstonNet, here: **School Policies and Procedures**. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the school or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

6:   Arrangements for dealing with allegations of child-on-child abuse

Child-on-child abuse is abuse by one or more pupils against another pupil, which can occur in, school, outside of school and/or online. It can be standalone or as part of wider abuse. It can manifest itself in many ways and can include abuse within intimate partner relationships, bullying (including cyber bullying; and prejudice-based and discriminatory bullying), physical abuse (which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing violence and rituals, upskirting, sexting, the consensual and non-consensual sharing of nudes and/or semi-nudes, gender-based issues, causing someone to engage in sexual activity without consent (such as causing them to strip, touch themselves, or to engage in sexual activity with a third party) and harmful sexual behaviours including sexual violence and sexual harassment. Research suggests girls are more likely to be the victims of child-on-child abuse but all abuse is unacceptable and is taken seriously.

Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or "just having a laugh" or "boys being boys".

The school adopts a zero tolerance approach to abuse at all levels and staff challenge and address such behaviour. The School will ensure that children are aware that the law is there to protect children and young people, rather than criminalise them. The School will ensure that this is explained in an appropriate way, to avoid upsetting or alarming pupils

Any concern about potential or actual child-on-child abuse are reported to the DSL through the reporting software 'MyConcern'. The school endeavours to minimise the risk of child-on-child abuse. Even if there are no reported cases of child-on-child abuse the school is aware that such abuse may still be occurring and so remains vigilant.

The School recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure, the pupil is likely to feel that the member of staff is in a position of trust.

The School recognises that children with special educational needs and disabilities can be more prone to child-on-child group isolation than other children and will offer extra pastoral support for those children where appropriate. The Head of Learning Support will co-ordinate additional pastoral support in consultation with the DSL, Form Teacher/Tutor, Heads of Year and other staff.

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for child-on-child abuse. There is no residential provision at Durston House.

The School is aware that there may be intra familial harms and that necessary support for siblings may be required following incidents that occur.

The School takes the following steps to minimise the risk of child-on-child abuse. These are set out in the **Behaviour Policy** and the **Rewards and Sanctions Policy**. This includes ensuring that children are well-supervised, that behaviours are closely monitored, that children are educated about healthy relationships and behaviours, and that a culture of kindness and mutual respect pervades. Pupils are encouraged to talk to their teachers and have a number of avenues for expressing concerns confidentially knowing they will be taken seriously and well-supported. Examples include: the DSL and Deputy DSLs, Form Teachers/Tutors, Heads of Year, Subject Teachers, Heads of House, members of SMT, Teaching Assistants, School Assistants, and SENCO. Posters are placed around each building to remind pupils that these avenues exist.

Where an issue of pupil behaviour or bullying gives '*reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm*', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The school will take advice from Ealing Children's Integrated Response Service (ECIRS) regarding referral and on the investigation of such allegations, and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the ECIRS, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from the ECIRS and/or the Police as appropriate.

The Police may be informed of any harmful sexual behaviours (HSB) which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to Children's Social Care (ECIRS) and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered.

Child-on-child abuse and the school's response to the sharing of nudes and semi-nudes is as follows:

The school will follow the DDMSC/UKIS guidance **"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020)** when responding to an allegation that nudes and/or semi-nudes have been shared. In the latest advice for schools and colleges (UKCIS, 2020), this is defined as the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. Alternative terms used by children and young people may include 'dick pics' or 'pics'. The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. This advice does not apply to adults sharing nudes or semi-nudes of under 18-year olds. This is a form of child sexual abuse and must be referred to the police as a matter of urgency.

If an incident comes to the attention of a member of staff they must report it to the Designated Safeguarding Lead (DSL) or Deputy DSL immediately.

- Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.
- If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).
- Do not share information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent).

In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk, and safeguarding procedures in accordance with this policy will be followed. The victim and perpetrator will be supported by their Form Teacher/Tutor or a member of staff that they would prefer, and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL will respond in accordance with the guidance in Part 5 of KSCIE, and make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- the alleged perpetrator; and
- the other children (and, if appropriate, staff) at the school affected bearing in mind that all children involved will need support.

Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.

The School will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, which may arise as a result of the incident, and will consider recommending additional support.

The School will keep a written record of all concerns, discussions and decisions made.

The School will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic of inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the School's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified, the School will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action

is appropriate against the individual who made it in accordance with the School's behaviour policy.

Farrer & Co have published a resource for staff to refer to, available at Addressing child-on-child abuse: a resource for schools and colleges (farrer.co.uk)

7:   Arrangements for dealing with safeguarding concerns or allegations of abuse about staff (including, contractors, volunteers and governors)

The School's procedures for managing allegations against staff, who are currently working in the school, follows DfE statutory guidance and the ECIRS arrangements: and applies when they have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Allegations against a member of staff who is no longer working at the School should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO.

If an allegation is made against anyone working with children in the school, the School should not undertake their own investigation of allegations without prior consultation with the Local Authority Designated Officer (LADO) or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis. Concerns including allegations about a staff member should be investigated as a priority to avoid any delay.

1. Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. Where the Head /DSL or Deputy DSLs are absent or is the subject of the allegation or concern, reports should be made to one of the Chairs of Governors. Where the Head / DSL is the subject of the allegation or concern, the Head / DSL must not be informed of the allegation prior to contact with one of the Chairs of Governors and LADO. Where there is a conflict of interest in reporting a matter to the Head the report should go direct to the LADO.

2. The case manager should immediately discuss the allegation with the local authority designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.

3. The case manager will ensure that the individual who is the subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection from the LADO or the Police. The case manager will appoint

a named representative (point of contact) to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the LADO, *WT (Working Together to Protect Children)* and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the school and shall provide them with their contact details.

5. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from the LADO or the Police.

6. The case manager will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. The outcome of the investigation of an allegation will record whether it is substantiated (sufficient evidence to prove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive or cause harm to the person subject of the allegation) or unfounded (to reflect cases where there is no evidence or proper basis which supports the allegation being made).

7. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the school ceases to use their services, or the person resigns or otherwise ceases to provide their services. The school has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the school will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

8: Arrangement for dealing with safeguarding concerns or allegations of abuse about supply teachers and other agency staff

The School's procedures for managing allegations against staff above also apply to staff not directly employed by the school, for example, supply teachers provided by an employment agency or business ('the agency'). The School will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

In no circumstances will the School decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The School will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The School will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the school during the investigation.

When using an agency, the School should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

9: Recording of Low-Level Concerns about an adult

Where a concern reported does not meet the 'harm threshold' the school's procedure for reporting, dealing with and recording of low-level concerns is set out in the **Low-Level Concerns Policy**.

The policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the **Staff Code of Conduct and Guidance for Safer Working Practice**, are lived, monitored, and reinforced.

The policy should be read in conjunction with the current statutory guidance – "Keeping Children Safe in Education" Part 4, Section 2.

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that is inconsistent with the **Staff Code of Conduct and Guidance for Safer Working Practice**, including inappropriate conduct outside work, and does not meet the

allegations threshold or is otherwise not considered serious enough to make a referral to the LADO.

10:   Staff Code of Conduct and Guidance for Safer Working Practice

This can be found on the school Sharepoint site DurstonNet**,** and can be found here: **School Policies and Procedures**. The aim of the staff **Staff Code of Conduct and Guidance for Safer Working Practice** is to provide clear guidance about staff behaviour and actions so as not to place pupils at risk of harm, and to reduce the risk of an allegation against staff.

11:   Safer Recruitment

The school is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the school may undertake an online update check through the DBS Update Service.

Full details of the school's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people are set out in the school's **Safer Recruitment, Selection and Vetting Policy** and **Procedures**.

The school's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised are set out in the school's Safer Recruitment, Vetting and Selection Procedures and the school's **Visiting Speaker Policy.**

12:   Management of safeguarding

The School's DSL is Miss Lauren Vallely who is a member of the leadership team and Deputy Head.

Miss Philippa Orr & Ms Dawn Finlayson are the Deputy DSLs, and Mrs Amy Cannon is the Deputy DSL with responsibility for EYFS. The DDSLs are the persons to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. Miss Orr will assume responsibility of the DSL during Miss Vallely's maternity leave, expected from October 2023 until the beginning of the Summer Term 2024.

The DSL and DDSL's contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the school. The DSL's responsibility is to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the school's policies and procedures in practice. The DSL also manages the operation of the MyConcern software in liaison with the Deputy DSLs and guides staff in the recording and management of concerns. The DSL works with the governors to review and update the school's **Child Protection and Safeguarding Policy**. Where a pupil leaves the school, including for in-year transfers, the DSL will also ensure their child protection file is transferred to the new school (separately from the

main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the school's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

During term time, the DSL and/ or DDSL will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. For out of hours/out of term activities, the school's arrangements are to contact the DSL and Head through the contact details at the beginning of this policy.

The DSL or Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children. "NPCC - When to call the police"* and can assist the DSL or Deputy DSL to understand when they should consider calling the police and what to expect when they do.

The Designated Safeguarding Lead is responsible for online safety and understanding the filtering and monitoring systems and processes in place. This is explicit in the DSL job description.

Full details of the DSL's role can be found at Annex C of *KCSIE*. See also Appendix 6 of this document for the DSL's Job Description.

Whilst the Governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

13:   Training

Induction and training are in line with advice from KCSIE 2023. Staff receive regular bulletins, updates at meetings, and on-line access to training through Educare and annual KCSIE training. Training includes topics such as online safety, covering an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring.

Governors receive appropriate safeguarding and child protection training at induction. This equips them with the knowledge to provide strategic challenge and allows them assurance that the safeguarding policy and procedures in place are effective in promoting a robust whole school approach to safeguarding. This training will be regularly updated.

13.1   All Staff

All new staff will be provided with induction training and documentation that includes:
- the **Child Protection and Safeguarding Policy**
- the role and identity of the DSL(s) and DDSLs
- **Staff Code of Conduct and Guidance for Safer Working Practice**
- The school's **Whistleblowing Policy** and the **Staff Acceptable Use of Electronic Communication Policy**
- the safeguarding response to Children who go Missing from Education
- a copy of Part one of *KCSIE*
- Online safety, including expectations, roles and responsibilities involving filtering and monitoring.

School leaders and staff who work directly with children will also be required to read Annex A of *KCSIE (and Part Five of KCSIE)*.

Copies of the above documents are provided to all staff during induction.

Peripatetic staff, volunteers, contractors and visiting speakers and volunteers are provided with part 1 KCSIE, Safeguarding information on their ID badge including details of the DSL and Deputy DSLs

All staff are also required to:

- Read Part one of *KCSIE* and confirm that they have done so. All school leaders and staff who work directly with children should also read Annex A. Each time Part one of *KCSIE* is updated by the Department for Education, staff are updated on the changes via National Online Safety (NOS) and internal communications, updates and bulletins.
- Understand key information contained in Part one of *KCSIE* and Annex A. The school will ensure staff understanding by completing an on-line assessed training course, and updates through NOS, as well as through the use of scenarios.
- Receive training in safeguarding and child protection regularly, in line with advice from Ealing Safeguarding Children Partnership. Training will include awareness of early help; the process for making a direct referral to children's social care; knowing how to respond and give support if a child makes a disclosure; online safety; and harmful sexual behaviours (including child-on-child sexual violence and harassment). It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The school provides these via, for example, e-bulletins, National on-line safety updates and staff meetings.
- Read the **Child Protection and Safeguarding Policy** and the **Staff Code of Conduct and Guidance for Safer Working Practice**
- **School's Behaviour Policy – which includes low level concerns, allegations against staff and whistleblowing**
- **Children Missing in Education Policy**

13.2   DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols; understanding the assessment process for providing early help and intervention; participation in child protection case conferences; supporting children in need; identifying children at risk of radicalisation; record keeping; promoting a culture of listening to children; training in the Ealing Safeguarding Children Partnership approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex C of *KCSIE.*

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The Deputy DSLs are trained to the same level as the DSL.

14:   Safeguarding oversight and arrangements for reviewing policies and procedures

Mr Ben Purkiss is the board-level lead designated to take a lead in relation to responsibility for the safeguarding arrangements in the school. He is a member of the governing body.

The school considers its obligation to review safeguarding practices a matter of its everyday concerns. A review of the school's Child Protection and Safeguarding Policy takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The Governor with responsibility for safeguarding undertakes an annual review. Termly Governor visits to the school, include reviews of different aspects of safeguarding. The DSL presents an annual safeguarding report to the Education and Welfare committee.

The school draws on the expertise of staff, including the DSL(s), in shaping the school's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the school will work with the Local Authority Designated Officer to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

15: The school's arrangements to fulfil other safeguarding responsibilities

15.1 Teaching children how to keep safe, including keeping safe on-line

The governing body ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHME to help children to adjust their behaviours, both inside and outside school, in order to reduce risks and build resilience, including to radicalisation. The school places high importance on preventative education, taking a whole school approach in preparing pupils for life in modern Britain. The school strives to create a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual values and harassment. The school has a clear set of values and standards, upheld via the Behaviour Policy. Values such as respect and tolerance are promoted through Relationships Education. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Internet safety (including when children are online at home) is an integral part of the school's ICT curriculum and embedded in PSHME and Relationships Education and/or Relationships and Sex Education ("RSE").

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The school's uses a system called 'Censornet Web Security' https://www.censornet.com/products/web-security/. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the school's approach to online safety can be found in the **Pupil Use of Internet and Digital Technology Policy** and the **Guidelines for Pupil Use of Internet and Digital Technology** which also includes detail on the use of mobile technology in school (and accessing 3G, 4G and 5G technology on school premises) and the school's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the school's systems. The governing body regularly review web-filtering and online safety, to ensure it is effective and limits the risk of exposure to harmful risks. This includes making sure leadership and relevant staff have an awareness and

understanding of provisions in place, that they are managed effectively and that staff know how to escalate concerns when identified.

Guidance for schools can be accessed at [Meeting digital and technology standards in schools and colleges - Filtering and monitoring standards for schools and colleges - Guidance - GOV.UK (www.gov.uk)](). At Durston, the DSL reviews filtering and monitoring with the Head of E-Safety and IT department. The provision is reviewed termly at the Education & Welfare Committee meeting. The main purpose of the school's approach is to block harmful and inappropriate content without unreasonably impacting teaching and learning, whilst having effective monitoring strategies to meet the safeguarding needs of all pupils, taking into account age and particular vulnerabilities.

Additional advice and information on filtering and monitoring can be found at:

[Appropriate Filtering and Monitoring - UK Safer Internet Centre]()

[Test Your Internet Filter | SWGfL Test Filtering]()

Education settings are directly responsible for ensuring they have the appropriate level of security protection procedures in place in order to safeguard their systems, staff and learners and review the effectiveness of these procedures to keep up with evolving cyber-crime technologies. Guidance on cyber security can be found at

[Cyber security training for school staff - NCSC.GOV.UK]()

Information and advice for schools to support their approach to harmful online challenges and hoaxes can be found at [https://www.gov.uk/government/publications/harmful-online-challenges-and-online-hoaxes]()

It is important that communication between schools and parents/carers are used to reinforce the importance of children being safe online. Parents are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It is important for parents and carers to be aware of what children are being asked to do online, what sites they are accessing and who from the school or college their child is going to be interacting with online.

The school is aware that some pupils with SEND or who speak English as an Additional Language or who have certain health conditions may need additional help in learning about how to keep themselves safe and extra support in acting accordingly. Appropriate pastoral care, teaching and expert help is offered to these pupils.

15.2   Relationships Education AND/OR Relationships and Sex Education ("RSE")

Relationships Education and RSE is compulsory from September 2020 although the school has flexibility to decide how it discharges its duties within the first year of compulsory teaching. The school will have regard to the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education and RSE.
 Relationships Education and RSE form part of the school's PSHME programme.

15.3   Looked after children

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.
The Headmaster Mr Giles Entwisle is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives

appropriate training in order to carry out their role. There are no members of the school role currently, who are looked after by the local authority.

15.4 Arrangements for visiting speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The school's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the school and Fundamental British Values.
The school follows its **Visiting Speaker policy.** This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the school may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the school site, will be supervised by a school employee. On attending the school, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The school also keeps a formal register of visiting speakers retained in line with its Data Protection Policy.

15.5 SEND

It is recognised that children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Please refer to the school's SEND Policy.

Further guidance for schools and school staff on supporting SEND pupils, including providing extra pastoral support, can be found here:

SEND code of practice: 0 to 25 years - GOV.UK (www.gov.uk)
Find your local IAS service (councilfordisabledchildren.org.uk)
www.mencap.org.uk

15.6 Use of School Premises for Non-School Activities

When services or activities provided by the governing body or proprietor, under direct supervision or management of their school or college staff, their arrangements for child protection will apply. Where services or activities are provided separately by another body, this is not necessarily THE CASE. The governing body should seek assurance that the provider concerned has appropriate safeguarding and child protection procedures in place, and ensure that there are arrangements in place for the provider to liaise with the school where appropriate. Guidance on what to schools and governing bodies should expect providers to have in place can be found at
Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings - GOV.UK (www.gov.uk)

When an allegation is received relating to an incident where an individual or organisation is using the school's premises, the school will follow its safeguarding policies and procedures, including informing the LADO.

16: Early Years Provision Safeguarding Arrangements

Disqualification from working in childcare

Where staff work in, or are involved in the management of, the school's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the school's safer recruitment practices, further details of which can be found in the school's **Recruitment, Selection and Vetting Policy** and **Procedures.**

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the school will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the school will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

Use of mobile phones and cameras

The School's policy on the use of mobile phones and cameras in the setting can be found in the **Mobile Phone Policy**, Staff are not permitted to use their personal mobile devices or cameras in school. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their mobile phones or camera in or around the EYFS setting without prior approval from the Head, or Head of Pre-Prep.

Duty to notify Ofsted

The school will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the school is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The school will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

Evaluation of this Policy

This policy will be evaluated at least annually by the school, amended where necessary and approved by SMT and the Board of Governors.

Revised for Co-educational School	*September 2023*	*LV*	*Version 1*

Appendix 1: Signs and Types of Abuse

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

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 DSL 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.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues and should recognise that children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently online and in daily life. Staff should be aware that children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.[161] Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.[162] Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Children who have experienced sexual violence display a wide range of responses to their experience. This may include clear signs of trauma, physical and emotional responses, or no response at all. Schools should be sensitive and remain alert to the challenge of identifying

these sings. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as the sharing of nudes/semi-nudes, or sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Reports of sexual violence and/or harassment may point to environmental or systematic errors. The School will address issues that arise through updating policies, processes, or relevant parts of the curriculum. The School will continue to share emerging trends with safeguarding partners.

The CSA Centre of Expertise on Child Sexual Abuse has a range of free resources accessible via: Home - CSA Centre

Child abduction and community safety incidents: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction 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. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own), it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Sharing of nudes and/or semi-nudes: the sending or posting of nude or semi-nude images, videos or live streams online by young people under the age of 18. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts and may include images or footage of more than one child or young person.

Alternative terms used by children and young people may include 'dick pics' or 'pics', or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer

- children and young people digitally manipulate an image of a young person into an existing nude online

- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS / UKIS guidance "Sharing nudes and semi-nudes: advice for education settings working with children and young people" sets out the classification of incidents, and how each should be handled.

Upskirting: is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Serious violence: indicators which may signal that children are at risk from, or are involved with serious violent crime 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 wellbeing, 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. All staff should be aware of the associated risks and understand the measures in place to manage these.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as abuse within intimate partner relationships, bullying (including cyberbullying), gender-based violence/sexual assaults, sexting and upskirting.[168] Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families[169]); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

Child exploitation: Guidance on multi-agency working for responding to child exploitation and extra-familial harm can be sourced at Multi-agency Practice Principles for responding to child exploitation and extra-familial harm (researchinpractice.org.uk)

Child sexual exploitation (CSE): CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur using technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual

activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

• children who have older boyfriends or girlfriends, and

• children who suffer from sexually transmitted infections or become pregnant.

Child Criminal Exploitation (CCE): CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

• children who appear with unexplained gifts or new possessions
• children who associate with other young people involved in exploitation
• children who suffer from changes in emotional well-being
• children who misuse drugs and alcohol
• children who go missing for periods of time or regularly come home late, and
• children who regularly miss school or education or do not take part in education.

County Lines: County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK, using dedicated mobile phone lines or other form of "deal line".

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and from school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office. Staff can access information via the following link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

Cybercrime: 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). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. 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. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

Mental health: all staff should be aware 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.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL or a deputy.

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and Young

People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

So-called 'honour-based' abuse: encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care (ECIRS) as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the school's local safeguarding procedures.

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. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk. The following link contains further information for staff to consider: The right to choose: government guidance on forced marriage - GOV.UK (www.gov.uk)

Since February 2023, it is a crime to carry out conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or other forms of coercion are not used. As with existing forced marriage law, this applies to non-binding, unofficial marriages, as well as legal marriages.

Radicalisation: Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making an appropriate referral which could include Channel as well as children's social care. Channel is a programme which supports people identified as being vulnerable to being drawn into terrorism.

Special educational needs and/or disabilities: Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.[187]

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

Lesbian, gay, bi or trans ("LGBT"): Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. Risks are compounded where children who are LGBT lack a trusted adult with whom they can share concerns with. Staff will endeavour to break down barriers and will ensure that they provide a safe space for children to speak out and share concerns with a trusted adult.

Domestic abuse: Domestic abuse includes any incident or pattern of incidents of controlling, coercive, threatening behaviours, violence, or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional.

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. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. Children can be victims of domestic abuse and they may see, hear or experience the effects of domestic abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). The school should be mindful that children can often blame themselves for the abuse or may have had to leave the family home as a result of the abuse.

Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy. Any report by a pupil of Domestic abuse should be referred to the DSL and reported to ECIRS.

Operation Encompass is a project that runs jointly between schools and the Metropolitan Police Service, providing a notification system to inform schools that there has been a police attended domestic incident in families where there are children under the age of 18. Notifications are ordinarily received before the start of the school day. The DSL and DDSLs will use the information in strict confidence to ensure the wellbeing of the child and adjustments and special arrangements may be put into place.

Operation Encompass also provides an advice and helpline service for staff members from educational settings who are concerned about children experiencing domestic abuse. The helpline is available 8am to 1pm Monday to Friday on 0204 513 9990.

Homelessness: Being homeless, or at risk of homelessness presents a real risk to a child's welfare. The school should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

Modern Slavery and the National Referral Mechanism. 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. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Children Missing from Education: Like all children, Durston House pupils, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs. Whilst the possibility of Durston House pupils becoming missing from education is small, the school takes seriously its obligation to be on its guard to guarantee their entitlement. It adheres to the guidance *Children Missing Education – Statutory Guidance from Local Authorities (2016)* and recognises that any child missing from education is at significant risk of underachieving, being a victim of harm, exploitation or radicalisation, developing anti-social behaviour and becoming NEET (not in education, employment or training) later in life.

Children missing from education are those of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. The Local Authority, the parents and the school all have their responsibilities to ensure that an entitlement to education is honoured and that cooperation and information among these three is effective. It is important to note that children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation, in particular county lines. The school ensures that its response to persistently absent children missing education supports identifying such abuse, and in the case of absent pupils, helps minimise the risk of them becoming a child missing education in the future. The DSL & DDSLs monitor attendance patterns and staff record using My Concern. The School Office flags up

attendance patterns and sickness involving children of concern to the DSL & DDSLs each day so no child is missed.

The school makes sure that suitable identity, residency status and residential address checks are made as part of its Admissions Procedure. Contact details of pupils and parents are reviewed and updated annually. Pupil Attendance is monitored through daily registration on Engage (MIS). The school addresses poor or irregular attendance. If a pupil is absent without explanation or authorisation, the parents are contacted by the school office staff to ascertain his status. Every effort is made to contact either parent or any emergency contact. Should no contact be obtained, the school office staff consult a member of SMT, who will assess with them the child's vulnerability. If no contact continues to be made, the DSL is informed and further assessment is made, with reasonable enquiries continuing. If necessary, the DSL decides that ECIRS (Children Missing Education Officer CME) or the police should be contacted, but definitely contacts them if it is known that the child:

- may be the victim of a crime
- is the subject of a Child Protection plan
- is the subject of Section 47 enquiries
- is looked after
- is at risk from a known person in the household or in contact with the household.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, they can be removed from the admission register. Durston House notifies the local authority when a pupil's name is to be removed from the admission register at a non-standard transition point and notifies them within five days when a pupil's name is added to the admission register at a non-standard transition point.

Children and 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. There are two age appropriate guides to support children 5-11year olds and 12-17 year olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The school may refer some parents and carers to this service where appropriate.

Children with family members in prison: Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Appendix 2:   School Welfare Concern Information Form

If you have any concern about a child's welfare information should be recorded using MyConcern. If for any reason access to MyConcern is not possible, then staff should complete this school Welfare Concern Information Form and hand it to the Designated Safeguarding Lead (or, in his absence, a Deputy Designated Safeguarding Lead)

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, this must be recorded using MyConcern. If for any reason access to MyConcern is not possible, then complete the Child Protection Record of Concern Information Form instead (Appendix 3 of the *Safeguarding Policy and Child Protection Procedures*), and hand it to the Designated Safeguarding Lead without delay.

Pupil's full name:
Pupil's Form:
Date of this record:
Why are you concerned about this pupil?
Details:
What have you observed and when?
Details:
What have you heard and when?
Details:
What have you been told and when?
Details:
Have you spoken to the child?
Details:
What did they say? Use the child's own words
Details:
Have you spoken to anyone else about your concern?
If yes, who?
Details:
Is this the first time you have been concerned about this child? If no, provide further details of previous concerns
Details:
Your name:
Date and time information submitted to DSL:

Appendix 3: Child Protection Record of Concern Information Form

NB: If you do not have certain information, such as the pupil's or family's ethnicity, do not delay handing in the form.

Pupil's details
Full name:
Address:
Telephone:
Date of birth:
Gender:
Is the child looked-after by the local authority or are there any other legal family arrangements of which you are aware? (for example, a residence order)
When was the pupil first admitted to this school?
Ethnicity and culture
Religion
Does the pupil have any disability or special educational need?
If yes, please specify
Preferred language of pupil
Is any type of language support required to converse with the pupil?
If yes, please specify
Does the pupil know this form has been completed?
If not, why not?
If yes, what did the pupil say?
Details of those with parental responsibility (complete for each parent)
Name
Address
Contact Number
Relationship to pupil
Ethnicity, culture and religion, if known
Preferred language
Is any type of language support required?
Details:
Name:
Address:
Contact number:
Relationship to pupil:
Ethnicity, culture and religion, if known:
Preferred language:
Is any type of language support required?
Details:

Do those with parental responsibility have any disability or special need? Yes/No
If yes, how does this disability or special need affect the child?
Details of any siblings:
Does the child regularly spend time with other carers, for example, after-school or holiday carers?
Details:
Has a Common Assessment Framework (CAF) been completed for this child? If yes, please give date and reason for the CAF
Yes/No Details:
Why are you concerned about this child?
Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself.
Details:
What have you observed and when? *(This relates to anything you have personally witnessed)*
Details:
What have you been told and when? *(Write here anything you have been told by the child or any other person. Be clear about who has said what)*
Details:
What have you heard and when? *(This may be third-party information that is relevant but as yet unsubstantiated)*
Details:
If an allegation has been made, give any details you have about the alleged abuser
Details:
Date and time of this record:
Your details
Full name:
Position:
Do those with parental responsibility know this form has been completed?
If not, why not?
If yes, what did they say?
NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the Designated Safeguarding Lead first.

Does the child have any visible injury, or have they told you they have been injured?
If yes, has medical advice been sought?
Details:
Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)
Details:
Name and position of the person this record was handed to:
Date and time the above person received this record:
If this record has been handed to anyone other than the Designated Safeguarding Lead please explain why:

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here ……………..

Appendix 4:   **Receipt of Safeguarding and Child Protection Induction Training**

Name:…………………………………

Date of joining school: ……../……../……..   Date of induction: ……../……../……..

Name and designation of staff member responsible for induction: …………………….

- I confirm that I have received, read and understand the school's *Safeguarding Policy and Child Protection Procedures*, including the procedure for reporting concerns about a child.
- I confirm that I have read and understand Part One of *Keeping Children Safe in Education* (including *Annex A*).
- I confirm that I have been made aware of my duty to safeguard and promote children's welfare (see below).

All school staff are valued members of the school community. Everyone is expected to set and maintain the highest standards for his or her own performance, to work as part of a team and to be an excellent role model for children. All school staff should:

- place the safety and welfare of children above all other considerations
- treat all members of the school community, including children, parents, colleagues and governors with consideration and respect
- adhere to the principles and procedures contained in the policies in the school's safeguarding portfolio and in teaching and learning policies
- treat each child as an individual and make adjustments to meet individual need
- demonstrate a clear understanding of and commitment to non-discriminatory practice
- recognise the power imbalances between children and staff, and different levels of seniority of staff and ensure that power and authority are never misused
- understand that school staff are in a position of trust and that a sexual relationship with a school pupil constitutes an offence
- be alert to, and report appropriately, any behaviour that may indicate that a child is at risk of harm
- encourage all children to reach their full potential
- never condone inappropriate behaviour by children or staff
- take responsibility for their own continuing professional development
- refrain from any action that would bring the school into disrepute
- value themselves and seek appropriate support for any issue that may have an adverse effect on their professional practice.

Signature:…………………………….............   Date:......../……../……..

Please sign and return this form to the Designated Safeguarding Lead:

Designated Safeguarding Lead Signature:………………………………………….

Date:……../……../……..

THIS FORM MUST BE RETURNED BY THE DESIGNATED SAFEGUARDING LEAD TO THE HR MANAGER

Appendix 5: Coronavirus (COVID-19) Interim safeguarding Arrangements

If the school is required to amend its arrangements regarding school closure, either wholly or through a rota system as advised by the Local Heath Protection Team the following interim safeguarding arrangements will apply:

Important safeguarding principles remain as before:

- with regard to safeguarding, the best interests of children must continue, in all circumstances, to come first;
- should anyone have a safeguarding concern about a pupil, he or she should act immediately;
- a DSL (or Deputy) will always be available for contact during hours of the school's operation;
- it is essential that unsuitable people are not permitted to enter the children's workforce and or gain access to pupils;
- pupils should continue to be protected when they are online.

During the period of interim safeguarding arrangements, the present school *Safeguarding Policy and Child Protection Procedures* will remain in force.

The school will be heed to any updated advice received from the local authority regarding children with education, health and care (EHC) plans, to include reporting mechanisms, referral thresholds and children in need.

At all times, during hours of operation, the school will endeavour to have the DSL (or a Deputy) on site. (In the event that neither the DSL nor a Deputy is on site, the DSL will be in a position to be contacted readily by telephone.)

New staff who are recruited, or volunteers who enter the school to work with pupils, during the period of interim safeguarding arrangements, will be provided with a safeguarding induction, which will be supported by the up-to-date *Safeguarding Policy and Child Protection Procedures* and Part 1 of KCSIE. All recruitment of staff will continue to follow the safer recruitment procedures outlined in Part 3 of KCSIE.

The school will continue to consider that the safety of children when online – particularly at a time of increased use of online facilities at school and in the home – is of paramount importance.

All existing school safeguarding and guidance documents on wider safeguarding issues – including the *Staff Code of Conduct and Guidance for Safer Working Practice*, the *Pastoral Care Policy, Pupil Behaviour Policy* and *Anti-Bullying Policy* – will continue to be in active use during the period of interim safeguarding arrangements.

Appendix 6: Designated Safeguarding Lead Job Description

The Designated Safeguarding Lead (DSL) is an appropriate senior member of staff, employed at Durston House School. They have a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority, and working with a range of other agencies. The Designated Safeguarding Lead need not be a teacher but must have the status and authority within the management structure to carry out the duties of the post. Whilst deputies can carry out delegated activities, the ultimate lead responsibility remains with the designated safeguarding lead. The lead responsibility cannot be delegated.

Manage referrals

The designated safeguarding lead is expected to:

- 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

The designated safeguarding lead is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the head to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- work closely with the Bursar to ensure all processes and procedures with regard to safeguarding and safer recruitment are in place and adhered to;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.
- Work with the Head on matters of reporting of low Level Concerns about staff

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, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection and safeguarding policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations;
- understand the importance of information sharing, both within the school, and with the three safeguarding partners, other agencies, organisations and practitioners;
- 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;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- 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 or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the school's child protection and safeguarding policies are known, understood and used appropriately;
- ensure the school's child protection and safeguarding 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 safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Child protection file

Where children leave the school (including for in-year transfers) ensure their child protection file is transferred to the new school or college as soon as possible, within 5 days for an in-year transfer or within the first 5 days of the start of new term. This will allow the new school to have support in place for when the child arrives. This file should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst the designated safeguarding lead (or deputy) would be expected to be available in person, in exceptional circumstances availability via phone and or Zoom or other such media is acceptable.

Filtering & Monitoring

The DSL is responsible for ensuring filtering & monitoring standards are met, working closely with a range of colleagues. The DSL will work closely with the safeguarding governor to review standards and procedures and their effectiveness. The DSL will liaise with the Head of Communications and IT dept in reviewing logs, requests for blocking and unblocking sites and trends. Together they will document decisions on what is blocked or allowed and why and oversee reports. The DSL will ensure that staff understand their role, are appropriately trained, follow policies, processes and procedures and act on reports and concerns.

Reviews carried out will take into account the specific needs and vulnerabilities of pupils at the School.