



LANGLEY SCHOOL

SAFEGUARDING POLICY

The Board of Governors Leadership has ultimate responsibility for meeting all the School's regulatory requirements, which it delegates to the Head and the Senior Teams. The governing body ensures that the School makes a positive contribution to inter-agency working as required by 'Working Together to Safeguard Children' (March 2015, as amended February 2017) and "Keeping Children Safe in Education" (September 2016). Full regard is also taken of 'Prevent Duty Guidance: For England and Wales' (July 2015). In line with good practice and as part of the Governors' due diligence, this policy is reviewed annually by the Board of Governors.

Introduction

As well as statutory responsibilities in relation to children's learning, the School has a pastoral and legal responsibility towards their pupils and must recognise that the children and young people in their charge have a fundamental right to be protected from harm. **The welfare of the child is paramount (Section 1 Children Act 1989)**

Langley School is committed to safeguarding and promoting the welfare and well-being of children and young people. We believe that all children and young people, without exception, have a right to be safe and to be treated with dignity and respect regardless of background and free from discrimination. The School recognises that children learn best when they are healthy, safe and secure. Any allegation of child abuse or a safeguarding issue will be treated with the utmost concern. We will always liaise with relevant external agencies in accordance with locally agreed protocols.

This policy is available on the School website and can also be obtained on request from the Head. This policy applies to Langley Senior School as well as Boarding, and is in accordance with Norfolk County Council Safeguarding Children Board's locally agreed inter-agency procedures. It should be read in conjunction with the School's Staff Code of Conduct and Safer Recruitment Policy, the latter of which is also available on the School website.

Useful Contacts:

Norfolk County Council Children's Services (LADO) – 01603 223473

LADO@norfolk.gov.uk

Norfolk Multi-Agency Safeguarding Hub (MASH) – 0344 800 8020

mash@norfolk.gcsx.gov.uk

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA. Telephone: 01325 953795

Norfolk Children's Services Social Care Department, which includes support and advice about extremism: 0344 800 8020

Norfolk Safeguarding Children Board / Local Safeguarding Children Board (LSCB)
website: <http://www.nscb.norfolk.gov.uk/>

Childline: 0800 1111

Aims

- To safeguard and promote the welfare and well-being of children and young people at the School.
- To ensure the School aims focus on ensuring that good outcomes for all children are achieved.
- To support the principles underpinning the Children's Acts of 1989 and 2004, and to regard and incorporate national guidance issued through:
 - *Keeping Children Safe in Education* (September 2016) (KCSIE)
 - *What to do if you're worried a child is being abused* (March 2015).
 - *Working Together to Safeguard Children* (March 2015) (WT)
 - *Prevent Duty Guidance: for England and Wales* (July 2015) *Prevent* is supplemented by non-statutory advice and a briefing note:
 - *The Prevent duty: Departmental advice for schools and childminders* (June 2015);
 - *The use of social media for on-line radicalisation* (July 2015)
 - *Multi-agency statutory guidance on female genital mutilation* (April 2016)
 - *Mental health and behaviour in schools* (March 2016);
 - *The National Minimum Standards for Boarding Schools* (April 2015)
- To ensure that prospective and existing staff, relatives over 16 years old living in Boarding staff accommodation, parents, governors, volunteers, supply staff and visitors are fully aware of the School's commitment to safeguarding.
- To ensure that all staff are aware of and implement the robust policies and practices which operate across the School.
- To ensure that all staff are aware of the possible signs of abuse and know the exact procedures to follow if abuse is alleged.
- To promote a culture of safeguarding across the School.
- To ensure that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay.
- To ensure that designated staff have the authority and status to perform their role, including inter-agency liaison.

Personnel/training/induction

The School's Designated Persons who take responsibility for child protection matters are:

Langley School

Governor with responsibility for Safeguarding/Child Protection: Mrs Janet Timmins
tonyandjanet_timmins@yahoo.co.uk

Langley Senior School

Child Protection Officer/Co-ordinator – **Designated Safeguarding Lead (DSL)**
Mr Paul Clark (Deputy Head - Pastoral and member of Senior Management Team)
Work. Tel: 01508 520210 Extn. 235
Email: pclark@langleyschool.co.uk

Child Protection Officer/Co-ordinator – Assistant Designated Person
Mr Simon Townly
Work Tel: 01508 520210 Extn. 211
Email: stownly@langleyschool.co.uk

Child Protection Officer/Co-ordinator – Assistant Designated Persons
Mrs Noeleen Goddard
Work Tel: 01508 520210 Extn. 225
Email: ngoddard@langleyschool.co.uk
Mrs Cate Dorey
Work Tel: 01508 520210 Extn. 283
Email: cdorey@langleyschool.co.uk
Mr Robert White
Work Tel: 01508 520210 Extn. 238
E-mail: rwhite@langleyschool.co.uk

Designated Person – (Medical)
Mrs Fiona Lambert (Head Nurse)
Work Tel: 01508 520210 Extn. 223
Email: flambert@langleyschool.co.uk

Chair of Governors – (Contact details are available from the Clerk to the Governors, Mrs Beverley Barnshaw)
Work Tel: 01508 520210 Extn. 254
E-mail: headmasterspa@langleyschool.co.uk

Responsibilities, Training and Information

1. The Designated Safeguarding Lead (DSL) and the Deputy will attend the Local Authority's induction course and refresher training at least every two years, which includes child protection and inter-agency working as detailed in *Keeping Children Safe in Education* (Sept 2016) (Annex B), as well as training in the Local Authority's approach to *Prevent* duties.
2. In addition, the Designated Safeguarding Lead (DSL) also meets termly with the Independent Safeguarding Forum to discuss current issues/legislation and best practice.
3. The DSL meets termly with the Governor with responsibility for Safeguarding/Child Protection to co-ordinate the review of the child protection policy, its procedures and the efficiency with which child protection duties have been discharged.

4. The School Governor for Safeguarding/Child Protection has received named Governor training provided by Norfolk Safeguarding Children's Board. The named Governor will conduct a termly check on Safeguarding and the SCR in order to report the findings to the Education Committee and termly to the full board.

5. The School ensures that regular Child Protection training is provided for all staff, including the Head, temporary staff and volunteers, which is updated at least every year, in accordance with the Local Safeguarding Children Board (LSCB) in frequency and content. All staff will also receive informal updates as appropriate. This training ensures that all staff who work with children understand the School's Safeguarding policy and procedures (including *Prevent* awareness and online safety) and it is sufficient to equip staff to follow the School's procedures and raise concerns appropriately. All staff sign to indicate their participation and understanding of the training given, a log of which is kept.

All staff and volunteers are required to read and understand Part 1 and Annex A of *Keeping Children Safe in Education* (Sept 2016) and this is recorded by the School's HR Officer.

6. All new staff, including temporary staff and volunteers, will receive safe guarding training in accordance with Norfolk County Council guidance through the DSL or Assistant DSL. They will receive safeguarding training as part of their induction (this is in addition to the Child Protection training that all staff receive at least every year). During this induction training all new staff and volunteers will:

- a) receive and read the school's safeguarding policy
- b) receive and read the school's staff code of conduct (including the Whistleblowing and Acceptable use of IT policies).
- c) receive information about the identity and role of the Designated Person(s).
- d) receive and read a copy of Part 1 and Annex A of *Keeping Children Safe in Education* (Sept 2016).
- e) receive and reading the School's whistleblowing policy.

A signed copy of evidence of receipt, reading and understanding of the documentation is kept on individual personnel files.

7. All staff receive regular training updates

Safe Recruitment and Employment Practices

The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All staff are subject to the statutory Child Protection checks with the Disclosure and Barring Service (DBS) before starting work. The School makes a commitment to confirm that Child Protection checks and procedures have been carried out on any staff employed by another organisation working with the School's pupils on another site. All governors, volunteer helpers, contractors working regularly during term-time, and adult members of the families of members of staff who live on site, are also vetted. We refer to *Keeping Children Safe in Education* (Sept 2016) part 3. The School's *Safer Recruitment Policy* and *Staff Code of Conduct*, which are also available on the School's website, should be referred to when reading this *Safeguarding Policy*.

Any visiting speakers to the School will be agreed in advance by Senior Management Team, and will have their details recorded on the School's Single Central Register.

Raising Awareness

Staff at Langley School are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Staff awareness in relation to Safeguarding is raised through various key School policies, including but not limited to: Anti-bullying, Anti-Cyberbullying, Behaviour, ICT Acceptable Use, First Aid, and the Staff and Boarders' Handbook, as well as meetings, committees and forums and through the School's recruitment, training and induction procedures.

Pupils' awareness is raised through but not limited to the following: PSHE lessons/sessions, assemblies, E-safety sessions, posters from various agencies, the Medical Staff and ICT Acceptable Use agreement. The school implements adequate IT filtering systems to keep children safe when accessing the internet at school. This awareness includes understanding 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.

Parents' and Pupils' awareness is raised through the annual distribution of e-safety advice and through an occasional (but at least annual) Safeguarding Newsletter. These use advice available from CEOP's Thinkuknow website (www.thinkuknow.co.uk), The UK Safer Internet Centre (www.saferinternet.org.uk) and *The use of social media for on-line radicalisation* (July 2015).

Safeguarding children includes both the safeguarding of children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies.

What is Child Abuse?

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

Abuse can happen at any age and within families or other settings outside the home environment. Staff also need to be mindful of the likelihood of significant harm as shown for example by eating disorders, domestic violence, substance misuse, and self-harming.

Child abuse can take various forms, all of which can cause long term damage to a child – the main 4 categories of abuse are: **neglect, physical, emotional and sexual abuse.**

Definitions of Child Abuse

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing significant harm to a child. Physical harm may also be caused when a parent feigns the symptoms, or deliberately causes ill health to a child whom they are looking after (fictitious illness or Munchausen's by proxy). Signs may include bruises, repeated minor injuries, the mark of a hand, lacerations, bite marks, and burns, which may be apparent particularly when children change their clothes for PE, swimming and other sports activities

Harm may be caused to children both by the abuse itself, and by the abuse taking place in a wider family or institutional context of conflict and aggression. Physical abuse has

been linked to aggressive behaviour in children, emotional and behavioural problems and educational difficulties. Possible signs are:

- seems afraid of parents or carers
- is severely bruised or injured
- behavioural extremes
- wanting arms/legs covered in very hot weather

Emotional Abuse

Emotional abuse is the persistent emotional ill-treatment of a child so as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to the child(ren) that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. It may involve causing children to feel frightened, in danger, depressed, or to be excessively dependent, attention seeking, or to self-harm. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

There is clear evidence of the adverse long-term consequences for children's development where they have been subjected to sustained emotional abuse. Emotional abuse has an important impact on the developing child's mental health, behaviour and self-esteem. It can be especially damaging in infancy. Underlying emotional abuse may be as important, if not more so, than other more visible forms of abuse in terms of the impact on the child. Domestic violence, adult mental health and parental substance misuse may be features in families where children are exposed to emotional harm.

Possible signs are:

- low self esteem
- attention seeking
- failure to thrive
- apathy

Sexual Abuse

Sexual abuse involves forcing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, or may also include non-contact activities such as involving children looking at inappropriate material, or encouraging children to behave in sexually inappropriate ways.

Disturbed behaviour including self-harm, inappropriate sexualised behaviour, substantial behavioural change, precocity, withdrawal, pregnancy, depression and loss of self-esteem have all been linked with sexual abuse; its adverse effects may endure into adulthood. The severity of the impact is likely to increase the longer the abuse continues. A number of features which may increase the severity of impact include the relationship with the abuser, the extent of premeditation, the degree of threat or coercion, and the risks posed through electronic communications and their potential for grooming. Possible signs are:

- displays sexual behaviour which does not seem appropriate for their age
- wary of adults/running away from home
- stomach pains when walking or sitting
- unexplained gifts/money

Neglect

Neglect is the persistent failure to meet a child's basic and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and/or clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs and personal hygiene.

Severe neglect of young children has adverse effects on children's ability to form attachments and is associated with major impairment of growth and intellectual development, and long-term difficulties with social functioning, relationships and educational progress. Neglected children may also experience feelings of being unloved and isolated. Neglect can also result in extreme cases, in death. The impact of the neglect depends on how long the child has been neglected, the child's age and the type of neglect. Possible signs are:

- is frequently dirty, hungry or inadequately dressed
- is left in unsafe situations or without medical attention
- is constantly "put down", insulted, sworn at or humiliated
- poor/late attendance at school.

The above terminologies reflect the needs of our current pupil body. However, there are further forms of abuse of which all staff should be aware. These are:

Child sexual exploitation (CSE)

This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM)/Honour based abuse (HBV)

FGM is illegal in England and Wales. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM or HBV or already having suffered either, and should intervene to safeguard girls who may be at risk of FGM/HBV or have been affected by it. So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM) and forced marriage. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

There is a range of potential indicators that a child or young person may be at risk of FGM/HMV, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM/HBV are likely to come from a community that is known to practise FGM/HBV. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when

approaching the subject. Warning signs that FGM/HMV may be about to take place, or may already have taken place, can be found from the LSCB or the NSPCC website at <http://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/female-genital-mutilation-fgm/> The level of safeguarding intervention needed will depend on how imminent the risk of harm is. An appropriate course of action should be decided on a case-by-case basis, with expert input from all relevant agencies. Working across agencies as soon as a girl is identified as being at risk of FGM is essential. From October 2015 it has been mandatory for teachers to report to the Police cases where they discover that an act of FGM appears to have been carried out by telephoning 101. Unless the teacher has good reason not to, they should still consider and discuss such a case with the DSL and involve children's social care as appropriate.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. 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. Further advice can be found at fmufco.gov.uk.

The Radicalisation of students and its prevention.

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The School demonstrates activity as required by the statutory guidance in the following key areas: risk assessment, working in partnership, staff training and IT policies. It also promotes fundamental British values as part of its requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils (SMSC.)

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Children Missing in Education

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. As such, the School will, with regards to the *Children Missing Education* (September 2016):

- Notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the

regulations¹ (KCSIE Annex A). This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

- Ensure that, when removing a pupil's name, the notification to the local authority includes: (a) the full name of the pupil, (b) the full name and address of any parent with whom the pupil normally resides, (c) at least one telephone number of the parent, (d) the pupil's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register (see KCSIE Annex A).
- Make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii) (see Annex A).

Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected the reporting procedures should be followed as detailed in the '**Procedures for reporting concerns about a child**' section of this policy (pages 12-13).

Domestic Violence

Domestic violence and abuse is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, 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
- emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.

Gangs and Youth Violence

The vast majority of young people and education establishments will not be affected by serious violence or gangs. However, where these problems do occur there will almost certainly be a significant impact.

While pupils and students generally see the school as a safe place, even low levels of youth violence can have a disproportionate impact. Interventions, through teachings, can take place to prevent negative behaviour, such as young people carrying a knife. The school will ensure that all groups of pupils:

- feel safe at school all the time;
- understand very clearly what unsafe situations are; and
- are highly aware of how to keep themselves and others safe.

Signs such as these can do no more than give rise to concern - they are not in themselves proof that abuse has occurred, but trusted adults should be aware of the possible implications of, and be alert to, all such signs.

Signs of abuse

It is always preferable to prevent or reduce the risk of abuse through effective early intervention and help. Because of their day-to-day contact with individual children, school staff are particularly well placed to observe outward symptoms or abnormality or changes in appearance, behaviour, learning pattern or development. Such symptoms may of course be due to a variety of other causes, including bereavement or other disruption in the family, peer group or social circumstances. However, staff should be particularly mindful of a child who:

- is frequently dirty, hungry or inadequately dressed
- is left in unsafe situations or without medical attention
- is constantly "put down", insulted, sworn at or humiliated
- seems afraid of parents or carers
- is severely bruised or injured
- displays sexual behaviour which does not seem appropriate for their age
- is growing up in a home where there is domestic violence
- is living with parents or carers involved in drug or alcohol abuse
- has self-inflicted wounds
- has significant changes in their behaviour
- goes missing from an education setting, particularly on repeat occasions

Further signs of abuse could result from observing inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Pupils with SEN(D)

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. 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 disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Further guidance on identifying possible abuse and other supporting information is provided by the NSPCC and can be found at www.nspcc.org.uk .

School Safeguarding Procedures

1. When it is felt that a child is in need of help and support but significant harm has not been identified, the School will consider referral to Children's Social Care Services as a 'child in need' (Section 17 Children Act 1989). In this connection the School, in conjunction with other agencies, may consider the use of the Family Support Process (FSP) under the guidance of Children's Services. The Local Safeguarding Children Board (LSCB) for Norfolk can be found at: <http://www.nscb.norfolk.gov.uk/>

The School recognises that decisions to seek support for a child in need would normally be taken in consultation with parents/guardians and the pupil(s), although it is clear that there is no need for their consent for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

2. When abuse or likely abuse is alleged:

The relationship which trusted adults have with children in their charge is based on mutual respect and trust; such relationships are an integral feature of the School's ethos and of a secure, caring environment which fosters pupils' learning and personal development.

When abuse is alleged, the trusted adult MUST:

- Take the child's claim seriously.
- Be accessible and receptive.
- Reassure the child that they are right to tell them.
- **Never promise confidentiality** – but instead should tell the child that in order to help you will have to pass the information on to a trusted professional.
- Listen to the child; do not interrupt if he/she is freely recalling significant events.
- Ensure that any discussion is **confirmatory and not investigative**. Staff must not investigate as this is the legal duty of the local authority where the child is living at the time of the actual concern. **Keep a written record/note of the discussion and record on the School's 'CP cause for concern' form**. The form must be filled in by hand and record the time, date, place and people who were present, as well as what was said. Signs of physical injury observed **should be described in detail**, or sketched, but under no circumstances should a child's clothing be removed. Your note of the discussion may need to be used in any subsequent court proceedings and must therefore distinguish fact from opinion.
- **Hand the completed form immediately to the DSL**, or in their absence, the Head. The form must be hand-written in ink and signed and dated. No copies of the form should be made as this is a confidential document for the DSL in the first instance.
- **In an emergency, contact Norfolk Children's Services - see page 1 of this policy for the telephone number, or dial 999.**
- Observe confidentiality with colleagues, family and friends.

When abuse is alleged, the trusted adult must NOT:

- Give an undertaking of confidentiality or say that they can keep 'secrets', but must reassure the child that information will only be disclosed to those who need to know.
- Tell the child that everything will be alright.
- Ask leading questions - this could be interpreted later as putting ideas into the child's mind. e.g. staff should not ask "Did they do X to you?" (leading question) but rather "Tell me what happened" (open-ended). Staff should not ask "Did x do this to you?" (leading) but rather "Do you want to tell me who did this?" (open-ended).
- Take photos or examine the injury.
- React with shock, anger or horror, or jump to conclusions.
- Confront or accuse another person allegedly involved.
- Fail to record what they have been told.
- Fail to pass the information on.

3. Pupil on pupil abuse

In the case of dealing with abuse of a pupil by one or more pupils, the priority is to protect the interests of the abused pupil in the first instance, working according to procedures laid out in this document. In these circumstances Children's Social Care Services should be alerted to the issue in order to provide help and support to both the alleged victim and alleged perpetrator. Peer on peer abuse should never be tolerated or passed off as banter or part of growing up. As a School including boarding students we are alert to pupil relationships and the potential for peer abuse. Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm, the designated person will then consult with the Head and will immediately report concerns to the Local Authority Children's Social Care Department. Bullying incidents, including cyber bullying and sexting can be treated as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, **significant** harm'. Sexting is the sending or posting of sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet. It is illegal to make, possess or distribute any imagery of someone under 18 which is 'indecent'.

4. Procedures for reporting concerns about a child

The School DSL is responsible for co-ordinating action and informing the Head on the same day the concerns are first reported. Either the Head or the DSL contacts Norfolk Children's Services Social Care Department within 24 hours of a disclosure or suspicion of abuse, and completes a Multi-Agency Referral Form.

(a) If, at any point, there is a risk of immediate serious harm to a child, whether they are a Boarder or a Day pupil, a referral should be made to children's social care immediately. The contact telephone number for the Norfolk Children's Services Social Care Department, and the website for the Norfolk Safeguarding Children Board / Local Safeguarding Children Board (LSCB) are given in the 'useful contacts' section on page 1 of this policy. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

Referrals of suspected abuse or neglect will be made using Norfolk County Council's **NSCB1 Form** which will be completed, where possible, by the DSL (or Deputies), although anyone is able to make a referral.

In their report to the MASH team, adults making a referral must:

- Provide factual information only and not speculate.
- Make a record of the conversation including time / date/ information given, name of Social Services contact.

Completed referral forms should be sent to: mash@norfolk.gcsx.gov.uk

In making a referral the DSL (or relevant staff member) will ensure that it meets the required threshold as indicated in the guidance provided by the Norfolk Safeguarding Children Board.

(b) Whether suspicions arise through disclosures children make, or as a result of observations, the member of staff concerned should refer the matter immediately to the DSL and complete a School CP cause for concern form.

(c) The DSL should not make their own decision over what appears to be borderline cases. He/she should discuss the case immediately with the Head. In borderline cases the School will discuss with Children's Social Care Services (Norfolk's Multi-Agency Safeguarding Hub using the number detailed on page 1) and seek further advice.

(d) Normal referral procedures are to be used with concerns about children who may be at risk of being drawn into terrorism. Although decisions to seek support for a child in need, or about whom, there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, there is no suggestion that their consent is required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm. As a non-priority area, contact Norfolk Children's Services Social Care Department (0344 800 8020) or the police (101) for advice and support.

5. Allegations against staff or volunteers

In the event of suspected child abuse involving a member of staff or a volunteer in the School, the School will adhere to the guidelines as set out in both *Keeping Children Safe in Education* (Sept 2016) part 4 and by the Norfolk Safeguarding Children's Board. The following will be applied:

(a) the quick resolution of any allegation against a member of staff must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation (not to be carried out by the School – see (b) below), all unnecessary delays should be eradicated.

(b) Any concerns relating to alleged abuse by a member of staff or volunteer must be reported immediately, **without undertaking any investigations**, to the Head or, in their absence, the Chair of Governors (whose contact details are available from the Clerk to the Governors, Mrs Bev Barnshaw.) The Head or the Chair of Governors will not make a decision as to whether to refer an allegation, but will instead discuss as soon as is possible (within one working day), any allegation, concerns or doubts with the local authority designated officer (LADO) – see page 1 of this policy for contact details. The LADO will provide advice in such cases and will preside over the investigation when there is any allegation or suspicion of abuse directed against anyone working in the School. In the case of serious harm, or where it is perceived a crime has been committed, the Police will be informed from the outset.

(c) In the event of the allegation being made against the DSL the same procedure will be followed as under (b) above for concern related to alleged abuse by a member of staff or volunteer.

(d) In the event of the allegation being made against a Head, the concern must be addressed to the Chair of Governors, (whose contact details are available from the Clerk to the Governors, Mrs Bev Barnshaw), without notifying the Head. It will be the Chair of Governor's responsibility to report the matter to the LADO and/or the police in accordance with the process above.

(e) Any member of staff/person who is considered unsuitable to work with children (whether employed, contracted, a volunteer, or student), where they have caused harm or posed a risk of harm to a child, whose services are no longer used by the School(s) (including where the cessation of that person's services results from dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply

teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation, and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering because he/she is considered unsuitable to work with children) will be reported within one month of leaving the School to the DBS. The School recognise that failure to report constitutes a criminal offence and may result in the DfE removing the School from the register of Independent Schools. Compromise or Settlement agreements by which a person agrees to resign, an employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, **will not** be used in these circumstances.

(f) The School will also make a referral to the National College for Teaching and Leadership (NCTL) where a teacher has been dismissed (or would have been dismissed if he/she had not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Further guidance is published on the NCTL website. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an NCTL referral.

(g) In response to an allegation it will be a priority to ensure that the child(ren) are safe and under no perceived threat from an alleged perpetrator. The question of suspension will be weighed against this priority and the need to ensure that other children in the school are kept safe. In this context the School has a duty of care to all pupils as well as other staff within the School. Staff suspension will not be the default position but the means to ensure there is compliance with the above priority and as a precautionary measure and without prejudice to pending further enquiries.

(h) In the event of a member of Boarding staff being suspended, pending an investigation of a child protection nature, arrangements for alternative accommodation for the member of staff must be made. As a Boarding School we are aware of the greater opportunities for contact between staff and pupils and the possibility of greater risks resulting from this.

(i) In the event of any allegations being made against staff the School will make every effort to maintain confidentiality and guard against unwanted publicity. This will apply up to the point where the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

(j) Allegations that are found to be malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in employer references.

(k) Pupils who are found to have made malicious allegations are likely to have breached the School behaviour policy and appropriate sanctions will need to be applied.

Staff Conduct

All School staff must ensure that their behaviour and actions do not place pupils and themselves at risk of allegations of harm to a pupil (e.g. conveying a pupil by car alone, or engaging in inappropriate electronic communication with a pupil). Staff can do this by always acting in a professional manner and ensuring that their actions and vigilance also promote children's safety and well-being, including but not limited to:

- Images of pupils must only be taken using School cameras. All images should be downloaded into the shared area and memory cards erased each week.

For further guidance, please see the Staff Code of Conduct and the Boarding Staff Handbook. As a Boarding School we are aware of the greater opportunities for contact between staff and pupils and the possibility of greater risks resulting from this.

The School acknowledge that under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an educational setting to have a sexual relationship with a pupil, even when that pupil is over the age of consent. The School also acknowledge that any form of corporal punishment or initiation ceremony is prohibited.

Pupil Confidentiality

Information on Child Protection cases, including School Safeguarding forms, will only be shared within the School with those who need to know, to ensure the safety, dignity and privacy of the children and young people concerned. All School records of Child Protection concerns and referrals are kept in a locked cabinet separately from routine pupil files and comply with the Data Protection Act 1998. Only the DSLs and the Head have access to these records.

Whistleblowing

The School policy on whistleblowing is explained in full in the School Staff Handbook. Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. Procedures are in place and ready to be followed in regard to whistleblowing if staff are concerned that an adult in a position of trust may be bullying or abusing a child or young person.

Staff have a responsibility to speak up about safeguarding and welfare matters within the school and to external agencies where necessary. This is one part of establishing a positive safeguarding culture in the school.

Review

This policy, its related procedures and the effectiveness of its implementation are reviewed annually by the Board of Governors, signing it off as a corporate body after it has been discussed by them. It is the role of the Board of Governors to ensure this policy is both effective and implemented. The DSL presents an annual written report to the Board of Governors, including: a record of training for the year; referral information in respect of requests for help and support for individual children; any allegations made against staff; any issues and themes which may have emerged in the School and how these have been handled, including action(s) taken; the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The named Governor for Child Protection reports termly to the Governors on Safeguarding matters arising out of her termly meetings with the School DSL. Any deficiencies or weaknesses identified in child protection arrangements are remedied without delay.

Annex A – Safeguarding Concerns Flowchart

