



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' (July 2018) and "Keeping Children Safe in Education" (September 2018). 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.

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

Children's Advice and Duty Service (CADS) – 0344 800 8021
(Hours of service 8:00 – 20:00)

Norfolk Multi-Agency Safeguarding Hub (MASH) – 0344 800 8020
mash@norfolk.gcsx.gov.uk; (Emergency out of hours contact number)

Disclosure and Barring Service

PO Box 181, Darlington, DL1 9FA. Telephone: 0843 816 6329

Norfolk Children's Services Social Care Department, which includes support and advice about extremism: 0344 800 8020 or 01493 448190

Norfolk Safeguarding Children Board / Local Safeguarding Children Board (LSCB) <https://www.norfolkscb.org/>

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 2018) (KCSIE)
 - *What to do if you're worried a child is being abused* (March 2015).
 - *Working Together to Safeguard Children* (July 2018) (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: Dr Hannah Nearney
hannah@anchorpsychiatrygroup.co.uk

Langley Senior School

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

Deputy Designated Safeguarding Leads:

Mr Simon Townly
Work Tel: 01508 520210 Extn. 211
Email: stownly@langleyschool.co.uk

Miss 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

Staff Responsibilities

At Langley safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should adopt a child-centred approach, at all times considering what is in the best interests of the child. All staff has a responsibility to provide a safe environment in which children can learn, but are also advised to maintain an attitude of '**it could happen here**'.

The Designated Safeguarding Lead (DSL) and Deputies will have a complete safeguarding picture and should be the main point of contact to advise on the response to safeguarding concerns. However, all staff should be aware of the early help process and the process for making referral's to children's social care.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect are described on pages 6-15 of this document.

All staff should know what to do if a child tells them they are being abused or neglected. In this respect, staff should follow the guidance detailed in the **School's Safeguarding Procedures** section of this document, which can be found on pages 16-20.

If staff have any concerns about a child's welfare, they should act on them immediately, following the school's guidelines.

It is the responsibility of the DSL and Deputies to ensure that the safeguarding files of children who leave the school, are transferred to the new school or college as soon as possible. Upon receipt of safeguarding files for new pupils joining the school the DSL/Deputies will ensure key staff are made aware as required.

Training and Information

1. The DSL and the Deputies 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 2018) (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 to co-ordinate the review of the Safeguarding policy, its procedures and the efficiency with which safeguarding duties have been discharged.
4. The School Governor for Safeguarding 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 Safeguarding 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 2018) 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 Safeguarding 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 Employment Handbook (Staff Code of Conduct);
- 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 2018);
- e) receive and read the School's Whistleblowing Policy;
- f) receive and read the School's Behaviour policy;
- g) receive information on the school's response to children who go missing from education;
- h) receive training on how to manage a report of child on child sexual violence and sexual harassment; and
- i) receive information regarding online safety.

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 2018) part 3. The School's *Safer Recruitment Policy* and *Employment Handbook (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 best 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. Children may be abused in a family or in an institutional or community setting by those know to them or, more rarely, by others. 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 another child or children.

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 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 from 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 to feel frightened, in danger, depressed, or to be excessively dependent, attention seeking, or to self-harm. It may involve the exploitation or corruption of children. 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. Further to this, the victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person under the age of 18, including 16- and 17-year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears to be consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- 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);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to organised abuse;
- is typified by some sort of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources.

All staff should be aware that the following signs may be indicators of child sexual exploitation (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):

- children who appear with unexplained new gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education.

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;

- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- is typified by some sort of power imbalance in favour of those perpetrating the exploitation.

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), 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. 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. It is mandatory for teachers to report to the Police cases where they discover that an act of FGM appears to have been carried out 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 fmu@fco.gov.uk.

The Radicalisation of students and its prevention

Children are vulnerable to extremist ideology and radicalisation and all staff must be aware of their duty in protecting children from this risk. **Extremism** is the vocal or

active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Staff need to be aware that there is no single way of identifying whether a child is likely to be susceptible to an extremist ideology, but must be conscious of the fact that it can occur through many different methods (such as social media) and settings (such as the internet).

As a school we can protect vulnerable people from extremist ideology and intervene to prevent those at risk being radicalised. As such, staff should be alert to changes in children's behaviour which could indicate that they might 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. This may include the DSL/Deputies making a referral to the Channel programme. These will be made in accordance with Norfolk Channel procedures. The DSL will also represent our school at Channel meetings as required.

Under the Counter-Terrorism and Security Act 2015 all staff 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 school has systems in place for keeping pupils safe from extremist material when accessing the internet by using effective filtering and usage policies.

Children Missing from 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. All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may include mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. 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 (page 20). Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. As such, the School will adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who go missing:

- An attendance register will be taken at the start of the first session of each school day and once during the second session;
- The School will make every effort to contact parents and carers and follow up with the emergency contacts held;
- The School will hold at least two emergency contact numbers for each of the pupils on our roll wherever possible;
- Staff will alert the DSL to any concerns raised regarding children who are absent from school;

- The DSL will meet regularly with the Attendance Officer and Pastoral Committee to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will intervene early in cases of poor attendance and/or unexplained absence.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

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.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Staff should be alert to indicators that a family may be at risk of homelessness, which include household debt, rent arrears, domestic abuse and anti-social behaviour. The DSL and deputies will raise concerns with the Local Housing Authority at the earliest opportunity and will also follow normal safeguarding procedures where a child has been harmed or is at risk of harm.

Peer on Peer Abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and harassment;
- sexting (also known as youth produced sexual imagery);
- initiation/hazing type violence and rituals.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEBD and LGBT children are at greater risk.

All staff should be aware of the importance of:

- making it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

Sexual Violence

All staff must be aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence the offences are (as described in the Sexual Offences Act 2003):

- Rape
- Assault by Penetration
- Sexual Assault

Sexual Harassment

Sexual harassment refers to 'unwanted conduct of a sexual nature'. 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.

Whilst not intended to be an exhaustive list, 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: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁸ It may include:
 - non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats.

Signs of abuse

Signs such as those listed below 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.

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;
- being more prone to peer group isolation than other children;
- 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 .

Looked after children and previously look after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The DSL/Deputies will ensure that essential staff have the information they need in relation to a looked after child. It is important to be aware that looked after children and previously looked after children are particularly vulnerable and prompt action must be taken when necessary to safeguard these children.

Homestays

When a homestay is arranged the school will assess the suitability of the adults in those families who will be responsible for the visiting child during the stay. A DBS enhanced certificate with barred list information will be obtained for each adult. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that it has obtained, whether the adults would be a suitable host for a child.

It is not possible for schools and colleges to obtain criminality information from the DBS about adults who provide homestays abroad. Staff arranging such trips should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient to safeguard effectively every child who will take part in the exchange. Parents should be aware of agreed arrangement. The staff member may decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK.

During the visit all pupils should understand who to contact during a homestay should an emergency occur, or a situation arise which makes them feel uncomfortable.

School Safeguarding Procedures

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: <https://www.norfolkscb.org/>

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.

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 'Safeguarding Concerns Reporting Form'**. The form should 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.
- **In an emergency, or when a child is at serious risk of immediate harm, 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.

The child's wishes

Where there is a safeguarding concern, all staff should ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Students will always have the opportunity to express their views and give feedback. The School will always operate with the best interests of the child at heart.

Dealing with peer on peer 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.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When managing a report of peer on peer abuse, staff should:

- not promise confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the designated safeguarding lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognise a child is likely to disclose to someone they trust: this could be **anyone** on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listen carefully to the child, be non-judgmental, be clear about boundaries and how the report will be progressed, not ask leading questions and only prompt the child where necessary with open questions – where, when, what, etc;
- consider the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only record the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Staff should be aware that notes of such

reports could become part of a statutory assessment by children’s social care and/or part of a criminal investigation;

- be aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges), where the report includes an online element. The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, manage reports with two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and
- informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

Following a report of sexual violence and/or sexual harassment, the DSL (and deputies) will advise on the school’s initial response. Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context. (Contextual safeguarding)

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. **Immediate** consideration should be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted). Whilst the school establishes the facts of the case and starts the process of liaising with children’s social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. They will also be kept separate whilst on school premises and won’t be permitted to travel on school transport together.

The school will consider every report on a case-by-case basis and the school will deal with it via one of the methods below, as prescribed in *Keeping Children Safe in Education (September 2018)*:

- manage it internally;
- seek the support of Early Help;
- make a referral to children’s social care; or
- report it to the Police.

The starting point will always be that peer on peer abuse is not acceptable and will never be tolerated or passed off as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”. 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'.

Where peer on peer abuse is suspected, staff should report it like any other concern, using the procedures set on page 20 of this document.

Measure taken to minimise the risk of peer on peer abuse:

Education plays an important role in preventing, or minimising the risk of, peer on peer abuse. One of our core values is '**Respect**' and we take a whole school approach to upholding and demonstrating this value through all aspects of school life. This is underpinned by the schools Behaviour Policy and pastoral support system. Students are educated through our PSHE and tutor programmes, where issues such as those listed below are explored:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;28
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Procedures for reporting concerns about a child

The School DSL and deputies are responsible for co-ordinating action and informing the Head on the same day the concerns are first reported. Either the Head, the DSL or the deputies will contact The Children's Advice and Duty Service (CADS)/MASH within 24 hours of a disclosure or suspicion of abuse, and complete 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, contact should be made to children's social care immediately. The contact telephone number for CADS, the out of hours emergency number and the website for the Norfolk Safeguarding Children Board 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.

If a staff member has concerns about a child being at risk of harm, they should seek the advice of the DSL (or deputies). The DSL may then decide to refer the matter to CADS, although anyone can call CADS if they have a concern about a child and the DSL is not available. CADS representatives will then advise on the best course of action to take.

When making a call to CADS, the staff member should have the following details to hand:

- all of the details known to you/your agency about the child;
- their family composition including siblings, and where possible extended family members and anyone important in the child's life;
- the nature of the concern and how immediate it is;
- any and what kind of work/support you have provided to the child or family to date;
- where the child is currently and whether you have informed parents/carers of your concern.

Although the CADS team will send through a record of the conversation, the staff member making the call should record details of the conversation and place it on the student's file.

(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 '**Safeguarding Concerns Reporting 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 The Children's Advice and Duty Service (CADS) 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 The Children's Advice and Duty Service (CADS) (0344 800 8021) or the police (101) for advice and support.

(e) If any member of staff has concerns about a student who goes missing from education. A referral to the school's DSL should be made immediately through the use of the school's '**Safeguarding Concerns Reporting Form**'. The school will also take other

measures as detailed in the Children Missing from Education section of this document (page 11-12).

Allegations against staff or volunteers

The guidelines as set out in both *Keeping Children Safe in Education* (Sept 2018) part 4 and by the Norfolk Safeguarding Children's Board will be adhered to when it is alleged that a member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.

In such cases 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) as well as the DSL. 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) or the Governor responsible for Safeguarding, 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 to the DBS upon conclusion of the investigation. 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. Historical allegations of abuse will be reported to the Police.

(f) The School will also make a referral to the Teacher Regulation Agency (TRA) 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 TRA website. Where a dismissal does not reach the threshold for DBS referral, separate consideration should be given to an TRA 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/TRA 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. The Head will also decide whether the police should be asked to consider if action might be appropriate against the person responsible. The DSL will refer the matter to children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else.

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 Employment Handbook (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 and Information Sharing

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 Safeguarding concerns and referrals are kept in a locked cabinet separately from routine pupil files. Only the DSL, deputies and the Head have access to these records.

Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. When sharing information the school will adhere to the advice contained within ***The Seven Golden Rules to Sharing Information*** as contained in *Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers* (July 2018).

The GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

To effectively share information:

- all practitioners should be confident of the processing conditions, which allow them to store, and share, the information that they need to carry out their safeguarding role. Information which is relevant to safeguarding will often be data which is considered 'special category personal data' meaning it is sensitive and personal.
- where practitioners need to share special category personal data, they should be aware that the Data Protection Act 2018 includes 'safeguarding of children and individuals at risk' as a condition that allows practitioners to share information without consent.
- information can be shared legally without consent, if a practitioner is unable to, cannot be reasonably expected to gain consent from the individual, or if to gain consent could place a child at risk.

- relevant personal information can be shared lawfully if it is to keep a child or individual at risk safe from neglect or physical, emotional or mental harm, or if it is protecting their physical, mental, or emotional well-being.

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 Safeguarding reports termly to the Governors on Safeguarding matters arising out of termly meetings with the School DSL. Any deficiencies or weaknesses identified in safeguarding arrangements are remedied without delay.

Annex A – Safeguarding Concerns Flowchart

Langley School Safeguarding and Child Protection Flowchart

All staff have undertaken Safeguarding Training which is updated yearly, have read the Safeguarding Policy and are familiar with its contents and indicators of harm, abuse and neglect.
All staff have read KCSIE September 2018 Part 1 and Annex A

