Policy No: 17.1

APPLEFORD SCHOOL

SAFEGUARDING CHILDREN – CHILD PROTECTION POLICY

This policy which applies to the whole school, including boarding is publicly available on the school website and upon request a copy (which can be made available in large print or other accessible formats if required) may be obtained from the School Office.

Document Details

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Review/Update Date	September 2022
Responsible Area	Safeguarding Team

We have a whole school approach to safeguarding, which is the golden thread that runs throughout every aspect of the school. All our school policies support this policy.

Safeguarding is everyone's responsibility. Our approach at Appleford School is child-centred and at all times, we will act in the best interests of the child. All who work, or volunteer or supply services to our school have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. All employees and volunteers are required to sign that they have read, understood and will abide with our '*Child Protection Policy', 'KCSIE part one'* and for those who work directly with children '*KCSIE Annex A'* This policy takes full account of the child protection procedures agreed by the Wiltshire Safeguarding Vulnerable People Partnership (SVPP) along with our Safer Recruitment Policy, Whistleblowing Policy, Staff Behaviour policy, and The Teachers' Standards.

Children Missing from Education: Our procedures regarding children missing from education comply with the Wiltshire Safeguarding Vulnerable People Partnership (SVPP) guidance and with KCSIE September 2021.

Monitoring and review: This policy is subject to continuous monitoring, refinement and audit by David King (Headmaster) and Fiona Filkins (Head of Pastoral Care) who is the Designated Safeguarding Lead (DSL). The Managing Director, who has arranged for external supervision of the DSL and Deputy DSLs, will undertake a full annual review of this policy and procedures, inclusive of its implementation and the efficiency with which the related duties have been discharged. This discussion will be formally documented in writing.

The Managing director recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns. As such, staff have the opportunity to contribute to and shape our safeguarding arrangements and child protection policy. Any deficiencies or weaknesses recognised in arrangements or procedures will be remedied immediately and without delay. All staff will be informed of the update/reviewed policy and it is made available to them in either a hard copy or electronically.

This policy was last reviewed and agreed by the Managing Director of the school in September 2021 and will next be reviewed no later than September 2022 or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Dr Peter Gardner - Proprietor Mr David King - Headmaster

Date: September 2021
Review Date: September 2022

The child protection policy forms pages 1 to 24 of this document. The appendices are on pages 25 to 44. However, the inspectorate requires us to number all pages consecutively and not to have the appendices as separate documents. We have separate comprehensive document Safer Recruitment and Staff Selection, Sexual Violence and Sexual Harassment (Peer on Peer abuse).

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KEY INTERNAL CONTACT DETAILS

Our School's Designated Safeguarding Lead (DSL)/ Prevent Officer and the Deputy DSL/ Deputy Prevent Officers are:

Designated Safeguarding Lead (DSL) and Prevent Officer for the whole school,
Who directly reports to the Headmaster is:
Fiona Filkins (Head of Pastoral Care and member of the Senior Leadership Team)
Tel: 01980 621020 ext. 1007
Mobile: 07562 389385
Email: fionaf@appleford.wilts.sch.uk

Deputy Designated Safeguarding Lead (DSL), Deputy Prevent Officer and Designated Teacher for Children in Care (Looked after Children) for the whole school is:
Megan Allen (Co-Head of Boarding and member of the Senior Leadership Team)
Tel: 01980 621020 ext. 1016
Email: megana@appleford.wilts.sch.uk

Marcia Bagguley (Medical administrator)
Tel: 01980 621020
Email: marciab@appleford.wilts.sch.uk

Managing Director for Safeguarding and Prevent Duties (proprietor)
Dr Peter Gardner (Managing Director)
Telephone: 01980 636102
Fax: 01275 474467

Headmaster:
David King (Headmaster)
Telephone: 01980 621020
Email: head@appleford.wilts.sch.uk

During term time, the DSL (or deputy DSL) will be available during school hours for staff to discuss any safeguarding concerns. Appleford will organise adequate and appropriate cover arrangements for any out of hours/out of time activities and also during school holidays.

ALLEGATIONS AGAINST STAFF, VOLUNTEERS, DSLS AND THE MANAGING DIRECTOR (SEE ALSO APPENDIX 5):

This applies where an adult within the school community has behaved in a way that has harmed, may have harmed, poses a risk of harm to a child or indicates they may not be suitable to work with children. This also applies when an adult within the school community may have possibly committed a criminal offence against or related to a child.

- Allegations concerning all, other than the Headmaster, are to be reported straight away to the Headmaster (or in his absence, the DSL). The Headmaster will immediately contact the DOfA to discuss the allegation. The individual against whom the allegation is made, is not to be informed.
- Where an allegation is made against a supply teacher, the Headmaster will immediately contact both the agency concerned and the DOFA.
- Allegations concerning the Headmaster are to be reported straight away to the Managing Director who will immediately contact the DOFA to discuss the allegation. The Headmaster is not to be informed.
- Allegations concerning the Managing Director must be reported straight away to the DOfA. The Managing Director is not to be informed.
- Allegations against an adult who is no longer employed by the school, or historical allegations, will be referred to the police.

In each case above, the DOFA will be given sufficient detail to allow consideration of the nature, content and context of the allegation and to agree a course of action including any involvement of the police who will be informed if a criminal offence is alleged. A decision will be made as to whether the individual should be allowed to remain on school premises and if so what, if any, conditions should apply. If Appleford School was given information suggesting a member of staff was abusing a pupil who is not a pupil at the School, the DSL would immediately report to the DOFA and follow the procedure as if it was one of our own pupils.

Where there is room for doubt as to whether a referral should be made, the DSL will consult with the DOFA on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral to MASH will be made without delay**.** In the case of serious harm, the police will be informed from the outset. Discussions will be recorded in writing, with any communication with both the individual and the parents of the child/children agreed. Arrangements for alternative accommodation away from children in cases where a member of boarding staff is suspended pending an investigation of a child protection nature would be applied. Appleford School will make every effort to maintain confidentiality and guard against publicity if there are allegations against teachers up to the point where the accused person is charged with an offence. The following definitions will be used when determining the outcome of all allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

Unsubstantiated, false or malicious allegations: If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead will consider whether the child and/or the person who has made the allegation needs help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Headmaster will consider whether to take disciplinary action in accordance with the School's behaviour and discipline policy following consultation with the DOFA. Where a parent has made a deliberately invented or malicious allegation the Headmaster will consider whether to terminate the children placement at the School on the basis that they have treated the School or a member of staff unreasonably unless a working relationship based on trust, respect and transparency is established going forward. At all times seeking to work in the interests of the child will be the priority in determining the way forward. Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the School reserves the right to contact the police to determine whether any action might be appropriate. A school has a duty of care towards its employees and as such, it must ensure that effective support is provided for anyone facing an allegation through the school's HR/Personnel arrangements.

Low-Level Concerns (please also see our Staff Code of Conduct Policy): A low-level concern is defined as when a member of staff may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work and

does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

All low-level concerns about another member of staff should be reported to the Designated Safeguarding Lead or Deputy DSL in their absence. If the concern related to a person employed by a supply agency, that concern should be recorded, shared with the DSL and also the supply agency or employer. Records of Low-level concerns will be recorded in the same manner as allegations that meet the threshold to ensure that any patterns in behaviour are identified and a course of action decided upon.
If a member of staff finds themselves in a situation that could be interpreted as inappropriate or breaching the safeguarding policy, they can self-refer to either the DSL or DDSL at any time, via in person discussion or confidential email – safeguarding@appleford.wilts.sch.uk. The concern or event will then be logged and action taken if required.

SEQUENCE OF EVENTS TO BE FOLLOWED WHEN A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT

This strict guidance relates to any disclosures involving events within or outside the school or concerning adults or other children. Please refer to Appendix 1 and follow the flow chart provided.

CONTEXT AND STATEMENT OF PURPOSE INCLUSIVE OF SPECIFIC ISSUES RELATING TO SAFEGUARDING

Appleford is a specialist school for boys and girls between the ages of 7 and 18, with Dyslexia and Specific Learning Difficulties. The Managing Director of Appleford School takes seriously his responsibilities under Section 157 of the Education Act 2002 to safeguard and promote children's welfare; to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm. Although referrals are normally to be managed by the DSL, anyone may refer a child if necessary. Our approach is child-centred and at all times, we will act in **the best interests** of the child. During term time, the DSL (or deputy DSL) should always be available during school hours for staff to discuss any safeguarding concerns. Our school will organise adequate and appropriate cover arrangements for any out of hours/out of time activities and also during school holidays.

Definition of safeguarding from *Keeping Children Safe in Education* (KCSIE) (DfE: September 2021): This is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children include everyone under the age of 18.

The Difference between Safeguarding and Child Protection: Safeguarding is a broader term than child protection. It encompasses all the elements set out above and is what a school must do for all children. Child Protection is part of this definition and refers to activities undertaken to protect children who have been harmed or are at significant risk of being harmed. Policies and procedures for Child Protection are, therefore, included in the Safeguarding policy and procedures. Where a child is thought to be suffering significant harm, or to be at risk of suffering significant harm, this should be reported to MASH immediately. Action should also be taken to promote the welfare of child who are believed to need additional support, even if they are not suffering harm or at immediate risk. Such instances should be addressed through inter- agency assessment using local processes.

Abuse and Neglect (please refer to Appendix 1 of this policy): *Working Together to Safeguard Children (*HM Government, 2018, updated 2019) defines abuse as a form of maltreatment of a pupil. Somebody may abuse or neglect a pupil by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institution or in a community setting, by those known to them or more rarely by others, e.g. online abuse, any type of abuse that happens on the web, whether through social networks, playing online games or using mobile phones. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ . Schools and colleges can also access broad government guidance on the issues listed here via the GOV.UK website. To be considered a safeguarding concern or allegation, it is likely that some of the following features may be found (PENS):

- **Physical abuse -** violence, particularly pre-planned/deliberate; causing injuries such as bruises, broken bones, burns or cuts; forcing others to use drugs or alcohol.

- **Emotional abuse -** also known as psychological abuse; blackmail or extortion; emotional maltreatment; threats and intimidation.
- **Neglect -** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.
- **Sexual abuse:** indecent exposure/touching or sexual assaults/harassment; forcing others to watch pornography or sexting, encouraging other pupils to attend inappropriate parties; photographing or videoing other pupils performing indecent acts and **child sexual exploitation** in which children are sexually exploited for money, power or status.

Our school recognises that safeguarding issues are rarely covered with one definition or label. In most cases multiple issues will overlap with one another. Expert organisations provide guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ . Additionally, government guidance is listed on the GOV.UK website: https://www.gov.uk/

The three main elements to our school's safeguarding policy are:

Prevention: We safeguard children whether they are at risk of maltreatment or abuse or in need of specific local authority or inter-agency care. Our safer recruitment procedures include checking and recording the suitability of staff and volunteers developing procedures to deal with safeguarding issues which may be specific to individual children in our school and local area. We work with other agencies to reduce risk and promote the welfare of pupils.

Protection: Staff are trained and supported to respond appropriately and sensitively to all safeguarding concerns following our agreed procedures. We identify and act on early signs of abuse, neglect and reassess concerns when situations do not improve to ensure the right help at the right time to address risks and prevent risks escalating. We ensure that allegations, concerns, suspicions and complaints against staff are dealt with promptly, and in accordance with DfE and local guidance. We keep accurate records and share relevant information quickly in order to challenge inactivity. Additionally, we take all practical and appropriate steps to ensure that our school premises are as secure as circumstances permit.

Support: We support children who may have been at risk of significant harm (which includes the way staff respond to their concerns and any work that may be required) or children who have been abused, in accordance with their agreed child protection plan. We seek to address both the mental and emotional welfare of children and families through: the provision of individual counselling, providing a positive and safe school environment, careful and vigilant teaching, accessible pastoral care, good adult role models and by promoting full co-operation with and contributions to the provision of appropriate co-ordinated support and/or early help from external agencies. Additionally, we operate robust and sensible health and safety procedures and along with clear and supportive policies on drugs, alcohol and substance misuse. We recognise that children have a right to feel secure and cannot learn effectively unless they do so. Any adult can harm a child either by direct acts or failure to provide proper care, or both. This may be through neglect, emotional, physical or sexual abuse or a combination of such types.

Our children have the right to respect and protection from abuse, regardless of age, gender, ability, language, religion, race, nationality, sexuality, culture or disability. They have the right to feel valued and confident, knowing how to approach adults if they are in difficulty. In our school a bullying incident is treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. Our safeguarding Child Protection Policy is also dove-tailed with the Behaviour Management and Anti-bullying Policies. Whilst the school will work openly with parents as far as possible, the school reserves the right to contact MASH or the Police, without notifying parents if this is in the child's best interests. In preparing this policy, we have been attentive to the nature, age range and other significant features of the school in the provisions made for safeguarding. In Appleford School with the age range of 7 to 18 years we are aware of the potential scope for problems relating to emotional health issues, body image, eating disorders, self-harm, and also radicalisation and extremism.

This policy provides staff, volunteers and the Managing Director with the guidance they need in order to keep children safe and secure in our school and informs parents and guardians how we will safeguard their children whilst they are in our care. Our school promotes safe practice and professional conduct to safeguard children and to mitigate against the potential for misunderstandings or situations being misconstrued so teachers and other staff are not vulnerable to allegations. Our staff maintains an attitude of 'it could happen here' as far as safeguarding is concerned. We understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating.

Main Responsibilities of the DSL: Our Proprietor ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post. The DSL takes **lead**

responsibility for safeguarding and child protection (including online safety), and this is explicit in the role holder's job description. The DSL has the additional time, funding, training, resources and support to carry out the role effectively. A detailed list of responsibilities for the DSL/Deputy DSL is given in Annex C of KCSIE: September 2021 and also in Appendix 3 below.

Thresholds for Intervention:

If staff have any concerns about a child's welfare, they should act on them immediately, following the procedures set out in this policy. Please see Appendix 4 which sets out the process our staff will go through if they have concerns about a child. Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

Early Help: In the first instance staff should discuss early help requirements with our DSL. The DSL will lead on liaising with other agencies and in setting up an inter-agency assessment as appropriate. Early Help in our school allows pupils to be supported at any point in their life by a range of external support agencies enabling potential concerns to be addressed, to prevent further problems arising or before a child may come into immediate danger. Targeted early help services, arranged by the local authority, address the assessed needs of a child and their family. An *Early Help Assessment Form* coming under the term *"Team around the Child"* (TAC) would normally be completed by the DSL acting as the Lead Professional or another Educational agency when:

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

Our staff are, in particular, alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education,Health and Care Plan);
- has a mental health need; is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, includinggang involvement and association with organised crime groups or countylines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation; is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug andalcohol misuse, adult mental health issues and domestic abuse; is misusing drugs or alcohol themselves;
- has returned home to their family from care and/or is showing early signs of abuse and/or neglect;
- is at risk of honour-based abuse such as Female Genital Mutilation or ForcedMarriage;
- is a privately fostered child; and
- is persistently absent from education.

After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together in a 'Team around the Child' (TAC) to assess the child's needs and decide with the child/family a course of action to provide the services needed. A TAC is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child and their family.

If the allegation threshold is NOT met, the LA Designated Officer will agree with you an appropriate response (E.g. for the agency to undertake further enquiries or undertake an internal investigation).

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the LA Designated Officer, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed –e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached. After gaining consent from the child/family to share information gathered from discussions, relevant professionals will be invited to come together to assess the child's needs and decided with the child/family a course of action to provide the services needed. This is a multi-disciplinary team of practitioners established on a case-by-case basis to support a child and their family.

Child in Need - S17 of the Children Act 1989: Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

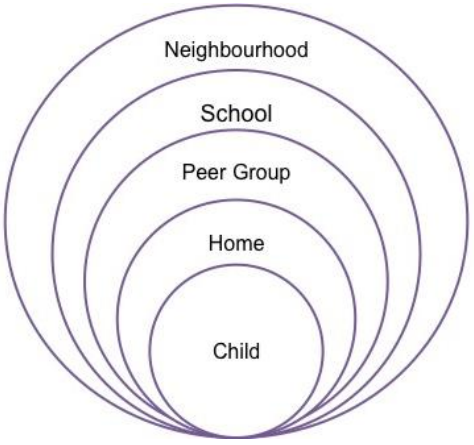
- Child(ren) are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled
- This could include children who self-harm or disclose an intent to commit suicide.

Child Protection (S47 Children Act 1989): The Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. In order to understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

If staff or volunteers have significant concerns about any child they should make them known to the DSL. A referral to children's social care will be made immediately if there is risk of immediate harm to a child and, if a crime may have been committed, the matter will be reported to the police. It is important to understand that anyone can make a referral

Working with our Safeguarding Partners: Appleford School will work with children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and will contribute to inter-agency plans to provide additional support to children subject to child protection plans. We allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 12 or a section 47 assessment.

Contextual Safeguarding: At Appleford School we recognise that young people's behaviours, levels of vulnerability and levels of resilience are all informed by the social/public, as well as private, contexts in which young people spend their time. When spending time in these extra-familial contexts young people may be exposed to healthy norms which promote pro-social relationships, or they may encounter harmful norms that are conducive to abusive and exploitative relationships. As a result, we identify, assess and intervene where possible in all of the social environments where abuse and exploitation of young people can occur – in essence to take a 'contextual' approach to safeguarding.



For example, our school leadership works with professionals and pupil body to challenge harmful, gendered school cultures, thus improving the pre-existing school environment. Additionally, we help to promote a culture of safety with the curriculum and around the school regarding pupils' online activities – a place where young people spend an increasing amount of time, raising their vulnerability to potential abuse. We will provide as much contextual information as possible to Children's Social Care, when a referral is made.

Serious Violent Crime and Serious Violence: Our staff are aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. All staff are made aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. If staff suspect that a pupil is at risk of serious violence, this will be reported to the DSL immediately. Please see the Home Office Guidance, which the school follows, on Preventing youth violence and gang involvement.

Concerns and allegations of abuse made against other children (Peer on Peer Abuse inclusive of sexual violence or harassment and banter) – Please see our Peer-on-Peer Abuse, including Sexual Violence and Sexual Harassment Policy for more details including the latest DfE Guidance (Sexual Violence and Sexual Harassment between children in schools and colleges (DfE: September 2021)): We recognise that some pupils on occasion will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Anti-Bullying (including Cyber-bullying) and Behaviour Management Policies. Staff are clear as to our policy and procedures with regards to peer on peer abuse and are trained to manage a report of child on child sexual violence and sexual harassment. The school understands that though we may have few or even no reported cases of peer on peer abuse, such abuse may still be taking play and simply not being reported.

All staff and volunteers: Safeguarding is everyone's responsibility. It applies to all who work, or volunteer, or learn, or supply services to our school. All staff and volunteers have an equal responsibility to understand and implement this policy and its procedures both within and outside of normal school hours including activities away from school. This includes a duty to act upon any suspicion, concern or disclosure that may suggest that a pupil is at risk of significant harm or in need of support services. All staff and volunteers should be alert to pupils at risk of being radicalised or drawn into extremism or Child Sexual Exploitation whether from an adult or another pupil (further details of these signs are in Appendix 1).

They are required to report instances of actual or suspected child abuse or neglect to the DSL or Deputy DSL. Additionally, they are expected to make themselves available for appropriate training if necessary out of normal school hours and to read both this policy and Part 1 of the latest edition of KCSIE and 'What to do if you are a worried a pupil is being abused' latest edition. Special arrangements will be put in place for anyone working in the school whose command of English is insufficient to enable them to read and digest the contents of this policy and Part 1 of KCSIE.

Safer Recruitment, the Single Central Register (Please refer to our Safer Recruitment Policy 18.1): Our school operates safer recruitment procedures ((in accordance with Part Three of KSCIE: September 2021)) including required pre-appointment checks on teaching and non-teaching staff, volunteers, proprietors, supply staff, staff of contractors and other individuals working with or nearby pupils. In accordance with the full requirements of the SCR, before starting work, the details of these checks are recorded. The Single Central Register (SCR) of appointments is rigorously maintained. All employees, Proprietors, supply staff, volunteers and others working within the school are checked in accordance with the full requirements of the SCR before starting work and the details of these checks are recorded in the SCR.

Through risk assessments, the school also ensures that appropriate checks have been made upon the staff of other organisations working with our pupils on external trips and visits, including adults who supervise pupils on work experience. In any case where the required documentation is unavailable or checks have not been completed prior to the starting date for any member of staff or other adult who may have access to pupils, then a risk assessment will be carried out to determine the appropriate course of action, e.g. allowing appropriately supervised access for a specified period or postponing the starting date.

Safeguarding arrangements for staff employed by another organisation: We ensure procedures are followed to enable appropriate pupil protection (including DBS checks) and are applied to staff employed by other organisations in contact with School (including obtaining written confirmation that DBS checks have been completed) pupils including working on another site (please see policy on Educational Visits). Appleford School will obtain DBS checks on contractor staff, who also receive safeguarding training from the DSL. In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (DOFA) to determine a suitable outcome. The Board of Trustees and Proprietor will discuss with the supply agency whether it is appropriate to suspend the supply teacher subject to an allegation or concern, or redeploy them to another part of the school, whilst an investigation is carried out. The school, in co-operation with the DOFA, police and/or children's social services and the supply agency, will usually take the lead on an investigation of this nature.

Visitors and visiting speakers: Appropriate safeguarding and prevent duty checks upon visiting speakers and other visitors will be made and recorded. All visitors and visiting speakers will be required to undergo an identity check on arrival and wear a visitor's badge. They will not be allowed unsupervised access to pupils. The School keeps a visitor's book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. Additionally, a risk assessment will be carried out. Unidentified visitors will be challenged by staff or reported to the Headmaster or School Office.

The *Prevent* statutory guidance requires schools to set out clear protocols for ensuring that any visiting speakers, who might fall within the scope of the *Prevent* duty, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised; this will if appropriate include a barred list check and internet search. At Appleford School, speakers are never left alone with pupils. The interaction between the *Prevent* requirement to check speakers and the KCSIE (September 2021) is likely to mean in practice that checks on visiting speakers will be recordable on the SCR either as checks on staff or un-prescribed checks on volunteers. In accordance with the ISSR, checks are recorded in the SCR by reference to the usual considerations such as role, frequency, supervision, payment and employment by another organisation.

Preventing Extremism and Radicalisation (Also please refer to our Preventing Extremism and Radicalisation policy 17.5 and also Appendix 1 of this policy): Our school also ensures that we can 'demonstrate activity', as required by the statutory guidance, in the following key areas: risk assessment of pupils being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, working in partnership, staff training and IT policies. This is wholly in keeping with our school ethos and approach to promote a broad, tolerant and open-minded understanding of the world around us, including an appreciation of the democratic process and precluding the promotion of partisan political views in the classroom, in extra and co-curricular activities, or in any other aspect of the school's activities. The school is able to demonstrate a general understanding of the risks affecting pupils and young people in the area.

Protecting pupils from the risk of radicalisation is seen as part of Appleford's wider safeguarding duties, and is similar in nature to protecting pupils from other harms (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. We understand that during the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised. We consider the level of risk of pupils identified as being at 'risk of radicalisation' and make an appropriate referral, which can include Channel or Children's Social Care. Our Prevent strategy demonstrates a specific understanding of the risks affecting children and young people and identifying pupils who may be at risk of radicalisation, including support we can give.

Prevent duty: The DSL receives appropriate training, in accordance with Annex B of KCSIE (including higher level Prevent awareness training) at least every two years in order to:

- provide advice and support to members of staff on protecting pupils from radicalisation;
- equip staff through Prevent, Channel and other appropriate training to identify and assess pupils at risk of being drawn into terrorism and to challenge extremist ideas;
- liaise with those responsible for Personal, Social, Health and Economic Education (PSHEE), Spiritual, Moral, Social and Cultural (SMSC) assembly and other appropriate curricular programmes actively to promote British values and to teach pupils about the dangers of radicalisation and extremism and
- liaise with those responsible for the school's electronic systems seriously to limit through appropriate filtering mechanisms the scope for access through these systems to any website or Internet source deemed problematic from a Prevent perspective.

Teaching pupils how to Keep Safe (Educating pupils about safeguarding and radicalisation including the delivery of the prevent strategy): Our school ensures that pupils develop a clear understanding both of safeguarding issues and what they may do to play their part in ensuring their welfare and safety and in building resilience against the dangers of radicalisation: Our programme for PSHEE supports this process as part of a broad and balanced curriculum. Within our PSHEE curriculum, we have a program for Sex and Relationship education (SRE) which includes issues such as:

- "sexting", "banter", sexual assault between young people and gender-based issues
- healthy and respectful relationships;
- what respectful behaviour looks like;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- addressing cultures of sexual harassment;
- keeping safe whilst online, when accessing remote learning, the dangers of cyber-bullying and
- that sexual violence and sexual harassment is always wrong.

We ensure that our pupils are aware of the dangers of these safeguarding issues and promote positive relationships based on mutual respect. Youth Through our school values, we encourage pupils to respect others, in particular within this topic. Age appropriate anti-bullying assemblies are held in all phases of the school, each half term and include the risks of cyber bullying and

on-line safety and peer on peer abuse, including how victims will be supported. Additionally, whenever appropriate subjects in the curriculum and co-curriculum activities will be used to reinforce the messages given. We follow the standards for safeguarding and protecting children in sport stated by the NSPCC Child Protection in Sport Unit NSPCC Standards for Safeguarding in Sport.

If a member of staff becomes aware of an allegation or suspected case which involves sexting, inappropriate banter or sexual assault between young pupils, gender based or otherwise, this will be considered as a safeguarding concern and reported to the Designated Safeguarding Lead, who will consider the allegation on a case by case basis. Depending on the severity of the case, this may involve the school's anti- bullying procedures or the parents of the pupils involved. In the case of serious harm, a referral to the MASH will be completed and the police are informed from the outset.

Within Spiritual, Moral, Social and Cultural (SMSC) development, we instil within pupils' values that build resilience and prevent pupils being drawn into radicalisation and extremism. We explore what extremism might look like and how this poses a threat to peace and we build resilience to radicalism by providing a safe environment for debating controversial issues. We actively promote British Values within our SMSC, and create an environment in which pupils know they are listened to and valued. We educate our pupils to reject violence and cruelty in 'whatever forms they take on whether it be from animal rights activists, Al Qaeda influenced groups, racist and fascist organisations or any other extremist group.

Racist Incidents: Our policy on racist incidents is set out separately under our Behaviour / Anti-bullying policies, which acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of any racist incidents.

Online Safety (Please see our E-safety Policy for more details): We have an effective whole school approach to online safety which empowers us to protect and educate our pupils and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. We ensure that pupils are safe from potentially harmful and inappropriate content including terrorist and extremist material when accessing the internet on school systems through appropriate levels of filtering, internet safety rules and e-safety education with the curriculum in line with our **E-safety and Cyberbullying policies.** However, we are careful to ensure "over blocking does not lead to unreasonable restrictions. We have a whole school approach to on-line safety, including a clear policy on the use of mobile technology which is integrated, aligned and considered as part of the overarching safeguarding approach. We ensure staff are appropriately trained in on-line safety and we carefully consider how to measure mobile data (4G/5G) usage on the school premises through our behaviour management policy.

Staff are aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Pupils understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise young people, especially pupils and vulnerable adults. We support parents in providing links to up-to-date advice and guidance on Internet-Safety, social media and on-line radicalisation through CEOP's www.Thinkuknow.co.uk and the Google Legends project along with:
https://www.google.co.uk/safetycenter/families/legends//

Use of mobile phones, cameras, electronic devices: Staff should not use personal mobile telephones in the presence of pupils and must never be used for taking or storing images or recordings of pupils. Any images or recordings should only be taken, edited or stored on school computers. Photographs or recordings should only be made where there is a legitimate school purpose; pupils' privacy and dignity must be preserved at all times. Images or recordings should not be transmitted to third parties without permission of the Headmaster or parents of the pupil involved. The School's' Acceptable Use Policy sets out the expectations for pupils and parents on the use of mobile phones and cameras whilst at the school**.** Staff should not use any other electronic device capable of capturing images of pupils other than a school camera. This is in line with the whole school policy on the use of mobile phones and cameras. MASH is to be informed if there is any contravention of the school policy regarding the use of personal mobile phones, cameras or other electronic and communication devices by adults working or volunteering at the school. For more details, please see our e-safety policy.

The following is not exhaustive but should provide a useful starting point: www.disrespectnobody.co.uk**,** www.ceop.police.uk**,** www.saferinternet.org.uk**,** www.internetmatters.org**,** www.pshe-association.org.uk**,** educateagainsthate.com**,** www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation

Induction and On-Going Training for all staff, temporary staff, volunteers and the Headmaster and Managing Director in line with WSCP advice*:* Our arrangements for the level and focus of role-appropriate and refresher training is in accordance with WSCP criteria, as required by KCSIE (DfE: Sept. 2021). All staff are provided with copies of key documents which they are required to understand. For staff who cannot read English, our school takes steps to ensure that they understand key information. This includes the active promotion of British values and an understanding of extremism and radicalisation and child exploitation. All our staff are made aware of the systems which supports safeguarding in our school and these are explained to them, as part of their staff induction as well as on-going training. This includes:

- the child protection policy (safeguarding policy); the identity of the DSL and Deputy DSL's and information about their roles (such as the implications for mental health and pastoral care and how to identify pupils at risk of radicalisation);
- the staff behaviour policy (Staff code of conduct) (which covers as a minimum, acceptable use of technologies, staff pupil relationships and communications, including via social media and whistleblowing);
- Part One of KCSIE (DfE: Sept. 2021) and 'Annex A' (which includes some types of abuse formerly mentioned in Part One of KCSIE) and copies of policies (such as behaviour management policy, anti-bullying policy, whistleblowing policy, children who are missing education and e-safety including cyber bullying).
- Ensuring all staff are sensitised to act when any incident may be referred to as bullying, tyrannize, terrorise, intimidate, harass, etc., even if the alleged person has no history of that behaviour.
- effective Behaviour Management to ensure a good and safe educational environment which meets the needs of all pupils and
- Our Advisory Board will also be expected to fully understand Part Two of KCSIE (DfE: September, 2021) also.

We assist staff in understanding and undertaking their roles and responsibilities as set out in Part One of KCSIE. This includes talking new staff through the content of Part One in a level and depth appropriate and proportionate to the person and/or to the particular role for which they are being inducted. There is also INSET training and reminders in staff meetings. The DSL monitors the outcome of staff training through post-training discussions with staff, highlighting any gaps in staff knowledge or failings on procedures. All staff undertake prevent awareness training and are able to refer pupils to the DSL for further help. Staff are informed of arrangements to listen to pupils by the use of counsellors, listeners, helplines and other systems to gain views and insight. We work in partnership with local Prevent co-ordinator. When available in our local authority, WRAP training will be provided for all staff.

Our staff receive annual e-safety training (including at Induction), which looks at emerging technologies strategies to support online safety and highlighting key requirements from our e-safety policy. Online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach. In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings) as required but at least annually, to provide them with the relevant skills and knowledge to safeguard pupils effectively. Our Staff are also made aware of the early help process and understand their role in it. This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Our staff are made aware of the process for making referrals to MASH and statutory assessments under the Children Act of 1989 that may follow a referral, along with the role they might be expected to play in such assessments. The DSL makes it clear in induction, in other training, and in guidance provided for staff they have a responsibility to speak up about safeguarding and welfare matters within the school and to work with external agencies where necessary. This is one part of our establishing a positive safeguarding culture. This applies not only to new staff but also those already in post.

All staff members and the Proprietor will undertake appropriate child protection training regularly i.e. every 3 years as a minimum for all staff (Appleford School provides an annual update to all staff), with the DSL and Deputy DSL attending training every 2 years in line with requirements within KCSIE (DfE: September 2021), inter-agency working. Such training will include local inter-agency protocols and training in the WSCB approach to Prevent duties. Prevent training is included at the beginning of school year INSET; utilising an online certified platform.

Safeguarding disabled pupils and pupils with medical conditions: Our staff are aware that disabled pupils experience greater risks, vulnerability and barriers to services and resources. They may have additional needs relating to physical, sensory, cognitive and/or communication impairments. Some disabled pupils may be more vulnerable to abuse because it could be assumed that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; they may have fewer outside contacts (isolation) than other pupils; receive intimate, personal care; have an impaired capacity to resist

or avoid abuse; have communication difficulties; fear losing services or; be more vulnerable to peer abuse (e.g. bullying, sexual assault, intimidation). Our staff are alert to the medical needs of pupils including those pupils with longer term medical conditions or disabilities and offer additional pastoral support to these pupils.

Pupils who are particularly vulnerable: We recognise that some pupils are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children. Using the Department for Education's definition, Vulnerable pupils are those who have a 'Child in Need' Plan or a Child Protection Plan, or who are a Looked After Child; those who have an EHCP, young carers and those identified as vulnerable by children's social care, including adopted children. A young carer is a person under 18 who provides or intends to provide care for another person (of any age, except generally where that care is provided for payment, pursuant to a contract or as voluntary work).

In some cases, possible indicators of abuse, such as a child's mood, behaviour or injury, might be assumed to relate to the child's impairment or disability rather than giving a cause for concern; or a focus may be on the child's disability, special educational needs or situation without consideration of the full picture. In other cases, such as bullying, the child may be disproportionately impacted by the behaviour without outwardly showing any signs that they are experiencing it. Some children may also find it harder to disclose abuse due to communication barriers, lack of access to a trusted adult or not being aware that what they are experiencing is abuse.

Our staff are alert to those pupils with longer-term medical conditions who are young carers or have special educational needs or disabilities. Particular vigilance will be exercised in respect of pupils who are the subjects of Child Protection Plans and any incidents or concerns involving these pupils will be reported immediately to the allocated Social Worker (and confirmed in writing). If a pupil discloses that he/she has witnessed domestic violence or it is suspected that he/she may be living in a household which is affected by family violence, this will be referred to the DSL as a safeguarding issue. here it comes to our notice that a child under the age of 13 is, or may be, sexually active, this will result in an immediate referral to MASH and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Listening to the wishes of children and young people: If Appleford becomes aware of a safeguarding concern, the school will ensure the child's wishes and feelings are considered when determining what action to take and what services to provide, though the school will operate with the best interests of the child at heart. We believe it is critical that our pupils have an adult who they can trust and Appleford School ensures that there are appropriate systems so pupils know who they can turn to (whether during the school day or within the boarding context) and that staff will listen to them. These include: The School Council; the Boarding House Council; Form tutors; the Boarding House Staff; Spiritual, Moral, Social and Cultural (SMSC) Curriculum and Helplines such as NSPCC and Child line (Contact numbers are at the end of this policy). Appleford School actively encourages a sensitive and open 'listening' environment in which staff and pupils may feel free to discuss general matters relating to safeguarding and to raise specific concerns. Members of staff should use the school's whistleblowing policy should they have any concerns about the handling of safeguarding matters either in general or in specific cases.

Looked After Children: The Managing Director will ensure staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a Local Authority, if they have such children on roll. This includes ensuring that there is a designated member of staff with responsibility for their welfare and progress and educational achievement and ensuring this person has up to date assessment information from the relevant Local Authority to ensure prompt action is taken where necessary to safeguard these children. The designated teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. This includes the child's social worker and virtual Headmaster, the most recent care plan and contact arrangements with parents, and delegated authority to carers including the child's legal status. In our school this person is the Head of Learning Support, Mrs Shelagh King.
See https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children

Pupil Mental Health: (Please also refer to the Appleford School Mental Health Policy) Appleford School takes its responsibilities towards pupils that may be experiencing mental health difficulties seriously. We provide support including having links with therapists, psychiatrists and the NHS. The staff team being responsible for the safety and wellbeing of pupils, operate an 'open door' policy to encourage pupils to seek help themselves and for staff to refer any concerns so they are dealt with quickly and appropriately. We work closely with these professionals to maintain the pupil's safety within school and adhere to any advice and guidance we are given. We want to make sure our pupils are happy, healthy and thrive and understand we all need a little help

from time to time with the busy and stressful lives we have today. We ensure all staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Whilst we refer pupils to trained professionals for a diagnosis of a mental health problem, our staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, we recognise this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, our Safeguarding procedures are followed, by speaking to the DSL.

Missing Children: (Please also refer to our policy for lost and missing children 17.2): Our staff will follow the school's separate procedures for dealing with children who go missing, particularly on repeat occasions (Please see our Missing Children Policy). All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation. Appleford School will put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. Staff are alert to signs to look out for and the individual trigger such as mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage More information can be found in 'Statutory guidance on children who run away or go missing from home or care' and KCSIE (September 2021). Appleford School has an admission register and an attendance register.

We will follow-up unexplained absences of any child with a telephone call from the School on the morning of the first day of absence and notify social services if there is an unexplained absence of more than two days of a pupil who is on a Child Protection Plan. Wherever possible, we will hold three emergency contact details for each pupil to contact a responsible adult if necessary. Appleford School and the DSL shall also inform the applicable local authority of any pupil who has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the Local Authority (or in default of such agreement, at intervals determined by the secretary of state). Additionally, the DSL will notify the applicable Local Authority (within which the pupil resides when not at Appleford School) of any pupil who is going to be deleted from the Admission Register where he or she:

- has been taken out of school by his/her parents and are being educated outside the school system e.g. home education;
- has ceased to attend Appleford School and no longer live within reasonable distance of Appleford School;
- has been certified by a doctor as unlikely to be in a fit state of health to attend Appleford School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend Appleford School after ceasing to be of compulsory school age;
- is in custody for a period of more than four months due to a final court order and Appleford School does not reasonably believe he/she will be returning at the end of the period; or has been permanently excluded.

The applicable local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. This will assist the local authority to fulfil its duty to identify pupils of compulsory school age who are missing in education and follow up with any pupil who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Physical Intervention (use of reasonable force): Our policy on physical restraint is compliant with the Local Authority's guidance along with guidance from the DfE. Events are recorded and signed by a witness. Staff who are likely to need to use physical intervention are appropriately trained. We ensure that all staff understand when it is an is not appropriate to use reasonable force, to ensure a pupil does not harm themselves or others and staff understand that the term 'reasonable' means using no more force than is needed. We understand that physical intervention, of a nature that causes injury or distress to a pupil, may be considered as a child protection or disciplinary issue. Where a pupil has been or alleges they have been subject to chastisement including through the use of an implement or substance, this will immediately be reported for investigation to the LADO. Please see our Physical Restraint Policy for more details.

Notifiable Incidents: A notifiable incident is an incident involving the care of a child which meets any of the following criteria:

- A pupil has died (including cases of suspected suicide) and abuse or neglect is known or suspected;
- A looked after child has died (including cases where abuse is **not** known or suspected);

- A pupil has been seriously harmed and abuse or neglect is known or suspected;
- A pupil in a regulated setting or service has died (including cases where abuse is **not** known or suspected).

Any such incident should be reported to the Wiltshire and Swindon child death overview panel by telephone: 01225 713000, or out of hours: 0845 6070888. Also, Ofsted and the DfE are to be informed along with the *Reporting of Injuries, Diseases and Dangerous Occurrences* (RIDDOR) in accordance with the regulations of 2013.

Pupils being withdrawn from School: If a pupil is withdrawn from the school, all efforts will be made to identify the school to which the pupil is being admitted; their confidential educational and pupil protection records will be sent separately. If the parent/guardian/carer fails to provide information regarding the new school, an urgent referral will be made to the Education Welfare Service (EWS), unless Appleford has safeguarding concerns about the child in which case it will be MASH.

Records and the sharing of information with relevant agencies: Written notes will be kept of all incidents relating to individual pupils. These may be shared with other agencies. All contact with parents and external agencies relevant to Child Protection will be logged and kept in confidential records which are kept separate from educational records and can only be accessed by designated people within the school. The content of Child Protection reports will be shared with the parents/guardians/carers in advance of any meetings. Referrals made to Appleford School and are recorded on the Inter-agency Referral form. All concerns, discussions and decisions made and the reason for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss this with the Designated Safeguarding Lead. As part of meeting a pupil's needs we recognise we have clear powers to share, hold and use information between our professionals and local agencies and we follow procedures set out in 'Working Together to Safeguard Children' (HM Gov 2018). Our Data Protection Officer and DSL provide guidance to staff to ensure they are confident with processing information for safeguarding purposes and also the sharing of safeguarding information without permission where there is a good reason to do so. This may also include withholding information where the serious harm test under legislation is met. Fears about sharing information will not be allowed to stand in the way of the need to safeguard and promote the welfare of children. Records will include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. Although inter agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation. Records concerning allegations of abuse must be preserved for the term of the Independent inquiry into Child Sexual Abuse and at least until the accused has reached normal pension age or for 10 years from the date of the allegation if it is longer.

School website safeguarding statement: To ensure the privacy and safety of pupils where children are named, only their first names are given. Where a pupil is named, no photograph of that pupil is displayed. Where a photograph of is used which shows a pupil, no name is displayed. By observing these points, the school ensures that visitors to the website cannot link images of pupils to names of pupils. When choosing photographs for the website, the school is mindful of the way pupils may appear in them, and will not include images which are in any way inappropriate. Appleford School follows a policy of seeking parent, guardian or carer's permission before using images which show pupils on the website or in the local press. The list showing the pupils who are barred from appearing in the press, or on the website, is kept in the School Office and is available whenever photographers are present. No private information about pupils is published on the website such as surnames or contact details.

Staff Behaviour Policy (Staff Code of Conduct) - Power, Positions of Trust and Staff Behaviour: Guidance is provided in the Appleford School S*taff Behaviour policy and Teachers' Standards* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, and so on). The staff Behaviour policy is wide-ranging and covers staff/pupil relationships and communications including use of social media, "breach of trust" and expands on the whistle-blowing statement in this policy.

Safeguarding arrangements during mandatory school closures / remote working (such as a pandemic)

Appleford School considers safeguarding of critical importance at a time when our school is required to close and will do all it can to continue to protect its pupils and staff, especially those who are vulnerable. This includes arrangements for online/remote learning spaces and the monitoring of attendance to those lessons. Whilst additional arrangements have been established, all the

school's policies, rules and guidelines remain in place and adherence to all statutory guidance is expected. We will incorporate any updated advice from the LA about local arrangements, including changes to contact details or referral thresholds etc. Additional detail regarding the behaviour and conduct of both staff and pupils, including our arrangements for remote learning and 1:1 meetings can be found in our Safeguarding Arrangements for Remote Working Policy. If the DSL is absent, the Deputy DSL will cover in her absence.

School Closure/Remote Working Risk Assessment

As part of our additional safeguarding arrangements, we have developed a 'School Closure/Remote Working' risk assessment, which identifies and addresses the risks associated with pupils being required to stay at home. The mitigation measures devised by this risk assessment will enable the school to ensure we can, as effectively as possible, safeguard pupils who are not physically at the school. Although not an exhaustive list, below are some specific examples of how staff will safeguard pupils:

Teaching and support staff will:

- be available during their normal working hours (either full school day or part-time as specified in their contracts) to respond to email and other appropriate work software alerts.
- keep a register of attendance of video lessons and a log of work completed, feeding back concerns in attendance to the DSL.
- attend any relevant meetings via telephone or video conference as requested.
- report any safeguarding or pastoral concerns as normal through CPOMs and follow-up with DSLs as usual.
- know which pupils/students are vulnerable and will ensure regular contact is made both with the families and the child's social worker (if applicable), particularly if pupils are unable to physically attend school.

Senior Leadership Team will:

- be available during their normal working hours (either full school day or part-time as specified in their contracts) to respond to email and other appropriate work software alerts.
- establish a system to monitor safeguarding and attendance patterns and respond accordingly where there are concerns for the safety of children.
- attend/chair any relevant meetings via telephone or video conference as requested.
- inform all staff on a regular basis by email of safeguarding training or updates.
- know which pupils/students are vulnerable and will ensure regular contact is made both with the families and the child's social worker (if applicable).

Ensure that there is always a DSL / Deputy DSL available to contact throughout the year, in the event that a DSL is unwell

Safeguarding pupils engaged in close, one-to-one teaching: We recognise that children may be more vulnerable when working with adults in a close one-to-one teaching provision. Please refer to the *Staff Code of Conduct, Teachers' Standards and Appleford's Working Alone with Children Policy 17.9* on how adults can ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, counselling and so on).

Staff Taking Medication or other Substances: Staff must seek medical advice if they are taking medication which may affect their ability to care for children, and any staff medication must be securely stored and out of the reach of pupils at all times.

Whistleblowing: Our whistleblowing policy 9.1, which is on the school website, is integrated into training and codes of conduct. We make it clear both in induction and other training and in guidance provided for staff that they have a responsibility to speak up about safeguarding and welfare matters within our school and to external agencies where necessary.

Working in Partnership and Responding to Parents and Carers: Our school works in partnership with parents/guardians/carers and local authorities communicating as clearly as possible with them (in particular with parents for whom English is not their first language) for the best outcomes for children. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the School. If preferred, parents may discuss concerns in private with the children form teacher or the Headmaster who will notify the Designated Safeguarding Lead in accordance with these procedures.

Reasons for no longer using a person's services and reporting to the Disclosure and Barring Service (DBS) along with considering referral to the Teaching Regulation Agency (TRA). If a member of staff or volunteer tenders his or her resignation, or ceases to provide his or her services and a prohibition order may be appropriate, any child protection allegations will still be followed up by the School in accordance with this policy and a referral will be made to the Disclosure and Barring Service and the TRA as soon as possible if the criteria are met. Where the school dismisses or ceases to use the services of a teacher because of serious

misconduct, or might have dismissed them or ceased to use their services had they not left first, we will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). We also ensure that *'Compromise Agreements'* or *'ACAS Agreements'* never apply in such circumstances

Our school operates these safeguarding procedures in line with locally-agreed inter-agency procedures. Our Integrated Safeguarding Portfolio consists of the following legal status documents, related documents and references which have been used in formulating this policy along with the forms required to be completed when referring to Children's Social Care and the DOfA and the Proprietor's annual Safeguarding Audit and Review.

Legal Status Documents and References (statutory and best practice guidance)

- Part 3, paragraphs 7 (a) and (b) of the education (Independent School Standards)(England)(Amendment) Regulations (ISSR) currently in force; also in compliance with *Part 4 of the ISSR* with reference to the appointment of the Proprietor, all staff, external providers and volunteers inclusive of completion of the Single Central Record (SCR) otherwise referred to as the Centralised Register to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks**.**
- This policy is consistent with *Keeping Children Safe in Education* KCSIE) (DfE: September 2021) including DfE supplements to KCSIE: Coronavirus – Guidance for full opening: Schools; Remote Education during Coronavirus
- *KCSIE* incorporates the additional statutory guidance, *Disqualification under the Childcare Act 2006* (September 2018)
- KCSIE also refers to the non-statutory advice for practitioners: *What to do if you're worried a child is being abused* (HM Government)
- *Working Together to Safeguard Children* (WTtSC) (Inter-agency working) (HM Government: July 2018) WTtSC also refers to non-statutory but important advice, *Information sharing advice for practitioners providing safeguarding services* along with the *Disclosure and Barring Service* (DBS) Behaviour Policy
- Wiltshire Safeguarding Vulnerable People Partnership Arrangements (On-going)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice.
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- *The Children ACT 1989 guidance and regulations* (DfE: Volume 2, June 2015)
- Searching, screening and confiscation (January 2018)
- *Mental health and behaviour in schools* (November 2018); *Counselling in schools: a blue print for the future* (February 2016)
- *Child sexual exploitation and children missing from home, care or education: Ofsted targeted inspection advice* (HM Govt: 14 January 2016)
- *Sexual Offences Act 2003* (HM Government: 2003); Definition of child sexual exploitation (February 2016
- *Sexual violence and sexual harassment between children in schools and colleges* (DfE: September 2021)
- Child sexual exploitation gangs and children missing from home, care or education (January 2017)
- CSE Guidance Core Document (February 2017); Safer working practices for those working with children (May 2019)
- UKCCIS sexting advice; ; Children missing education (September 2016)
- Mandatory Reporting of Female Genital Mutilation – procedural information (December 2016)
- Child Abuse and Neglect (NSPCC) (February 2018), When to Call the Police (NPCC) (May 2020)
- Help, protection, education: concluding the Children in Need review (June 2019)

This policy has been compiled in conjunction with and reference to the following related documents which are:

Available on the Appleford School **website and also on request from the school office:** Anti-bullying, Behaviour Management including Discipline, Sanctions and Exclusions; Physical Restraint; Preventing Extremism and Radicalisation Policy; First Aid; Educational Visits and Off-site Activities; E-Safety including Cyberbullying and Acceptable Use; Personal, Social, Health and Economic Education (PSHEE); Sex and Relationship Education (SRE); Special Education Needs and Disabilities (SEND Code of practice January 2015); Spiritual, Moral, Social and Cultural (SMSC) Development; Children Missing from Education; Whistleblowing, Staff Behaviour policy; *Keeping Children Safe in Education Information for all school and college staff* (DfE: September 2021).

Available on the Staff Shared: Safe Recruitment including the selection and appointment of staff; *Keeping Children Safe in Education. Statutory guidance for schools and college.* (DfE: September 2021); Appendix: – Safer Recruitment Flowcharts. All Staff existing and new are required to read Part 1 and Annex A of KCSIE September 2021 and sign to say they have understood it.

Specialist Organisations: Barnardo's, Lucy Faithfull Foundation, NSPCC, Rape Crisis, University of Bedfordshire: Contextual Safeguarding, UK Safer Internet Centre

Support for victims: Anti-Bullying Alliance, MoJ Victim Support, Rape Crisis, The Survivors Trust, Victim Support

Toolkits: Brook, NSPCC, Safeguarding Unit, Farrer and Co. and Carlene Firmin, MBE, University of Bedfordshire

Further information on confidentiality and information sharing: Gillick competency Fraser guidelines, Government information sharing advice, Information Commissioner's Office: Education, NSPCC: Things to know and consider

Further information on sexting: UKCCIS: sexting advice, London Grid for Learning- collection of advice

Co-operation with the Local Authority: We cooperate entirely with any investigation carried out by the Local **Authority, including those involving the DOFA, in conjunction with the police. Our policy is in accordance with the** guidance provided in KCSIE (DfE: September 2021) paragraphs 141 – 147.

Confidentiality: We regard all information relating to individual child or adult protection issues as confidential and we only pass information on to appropriate persons. The School will co-operate with MASH and police to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of Working together to safeguard children (July 2018. Our staff know they cannot promise confidentiality and that there are other agencies which children can turn to e.g. Childline: 0800 1111.

APPENDIX 1 - TYPES AND SIGNS OF ABUSE AND NEGLECT INCLUDING POSSIBLE INDICATORS

Types of Abuse and Neglect Including Specific Safeguarding Issues: We are aware that abuse, neglect and safeguarding issue are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another Abuse may take place wholly online, or technology may be used to facilitate offline abuse. Issues could include:
Abuse and neglect; Neglect (physical or emotional); Physical abuse; Emotional abuse; Peer abuse; Extremism/radicalisation; Domestic violence; Drug/alcohol abuse; Emotional abuse; Abuse of trust; Sexual abuse; Children who sexually abuse; Witnessing domestic abuse or violence; Child sexual exploitation (CSE); Child exploitation and e-safety; Pupil sexual exploitation; Pupil exploitation and e-safety; Female genital mutilation (FGM); Forced marriages; Fabricated or induced Illness; Faith abuse; Safeguarding disabled children; Disability and vulnerability; Honour-based violence vulnerable groups; Bullying including cyberbullying; Vulnerable pupils; Children in need; Child missing education (Children who run away or go missing); Child missing from home or care; Missing children and adults strategy; Young carers; Cared for children and significant harm; Gangs and youth violence; Gender-based violence/violence against women and girls (VAWG); Hate; Mental health; Private fostering; homeless; family members in prison Preventing radicalisation; Teenage relationship abuse; Sexting; Trafficking. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, NSPCC offers information for schools and colleges on the TES website and also on its own website www.nspcc.org.uk/preventing-abuse/ and other government websites:

PHYSICAL ABUSE: The nature of physical abuse: A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly it is not necessary to be concerned about most of these minor injuries. But accidental injuries normally occur on the *bony prominences* e.g. shins. Injuries on the *soft* areas of the body are more likely to be inflicted intentionally. If a body map is to be used to record physical abuse, they should only be used to record observed injuries and no child should be asked to remove clothing by a member of staff of the school.

Indicators of physical abuse/factors that should increase concern include:

- multiple bruising or bruises and scratches/bi-lateral injuries (especially on the head and face including around the mouth); clusters of bruises – e.g. fingertip bruising (caused by being grasped); bruises around the neck and behind the ears – the most common abusive injuries are to the head;
- marks indicating injury by an instrument – e.g. linear bruising (stick), parallel bruising (belt), marks of a buckle;
- bite marks; deliberate burning may also be indicated by the pattern of an instrument or object - e.g. electric fire, cooker, cigarette; scalds with upward splash marks or *tide marks*; untreated injuries; injuries to genital areas;
- recurrent injuries, burns or bald patches; having broken bones or unexplained bruising, burns or welts in different stages of healing; being unable to explain an injury, or providing explanations that are inconsistent, vague or unbelievable.
- If a child has an injury to which they cannot explain, where the parent or child is apparently secretive or evasive or if the explanation does not appear to match the injury.

EMOTIONAL ABUSE: Definition of emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. This can also occur when a child is a young carer for a parent who is disabled, has mental health problems or misuses alcohol or drugs. It may involve seeing or hearing the ill treatment of another, for example where there is fighting or violence in the home. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

The nature of emotional abuse: Most harm is produced in *low warmth, high criticism* homes, not from single incidents. Emotional abuse is chronic and cumulative and has a long-term impact. All kinds of abuse and neglect have emotional effects although

emotional abuse can occur by itself. Witnessing someone harming another person – as in domestic violence, can harm children. It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

Indicators of Emotional Abuse: Developmental issues include delays in physical, mental and emotional development; poor school performance and speech disorders, particularly sudden disorders or changes.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

Behaviour: acceptance of punishment which appears excessive; over-reaction to mistakes; continual self-deprecation (I'm stupid, ugly, worthless etc); neurotic behaviour (such as ricking, hair-twisting, thumb sucking); self-mutilation; suicide attempts; drug/solvent abuse; running away; compulsive stealing, scavenging; acting out; poor trust in significant adults; regressive behaviour – e.g. wetting; eating disorders; destructive tendencies; neurotic behaviour; arriving early at school, leaving late.

Social issues: withdrawal from physical contact or from social interaction; over-compliant behaviour or insecure, clinging behaviour; poor social relationships.

Emotional responses: extreme fear of new situations; inappropriate emotional responses to painful situations ("I deserve this"); fear of parents being contacted; self-disgust; unusually fearful with adults; lack of concentration, restlessness, aimlessness; extremes of passivity or aggression; excessive need for approval, attention and affection.

NEGLECT is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Far more children are registered to the category of neglect on child protection plans than to the other categories. Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group. Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need. Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

Indicators of neglect: The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to yourself.

Physical indicators of neglect include: constant hunger and stealing food; poor personal (including dental) hygiene – unkempt, dirty or smelly; being underweight; wearing dress unsuitable for weather; poor state of clothing; Illness or injury untreated and looking sad, false smiles.

Behavioural indicators of neglect include: constant tiredness; frequent absence from school or lateness; or arriving early at school/leaving late; missing medical appointments; becoming isolated among peers; being frequently unsupervised; stealing or scavenging, especially food and having destructive tendencies, poor relationships with peers; running away.

SEXUAL ABUSE: The nature of sexual abuse: Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g. relatives, family friends, neighbours, babysitters, and people working with the child in school, faith settings, clubs or activities. Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving

violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse can be committed by anybody, including women and children as well as adult males. Where it comes to our notice that a pupil under the age of 13 is, or may be, sexually active, this will result in an immediate referral to Children's Services and advice being given to the DSL. This will determine how and when information will be shared with parents/guardians/carers and the investigating agencies.

Indicators of sexual abuse: Physical observations include damage to genitalia, anus or mouth; sexually transmitted diseases; unexpected pregnancy, especially in very young girls; soreness in genital area, anus or mouth and other medical problems such as chronic itching; unexplained recurrent urinary tract infections and discharges or abdominal pain. The concerns listed are not exhaustive. Staff can and should also record and report other concerns about a child, such as general welfare concerns.

Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE): The school recognises that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children:

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

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

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

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners

Characteristics of Child Sexual Exploitation and abuse: it is often planned and systematic – people do not sexually abuse children by accident, through sexual abuse can be opportunistic; grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent; grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.

Specific safeguarding issues

Our staff are of safeguarding issues - some of which are listed below. They are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. Our staff are aware safeguarding issues manifest themselves via peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including Cyber Bullying), gender-based violence/sexual assaults and sexting.

PEER-ON-PEER ABUSE: Our staff are clear as to the school's policy and procedures with regards to peer-on-peer abuse and we follow KCSIE and WTTSC. See paragraph '**Concerns and allegations of abuse made against other children (Peer-on-Peer Abuse)' inclusive of sexting and banter** for the procedures we take to minimise the risk of peer-on-peer abuse and how allegations will be investigated and dealt with.

Youth produced sexual imagery (Sexting) - *Please refer to our Peer on Peer Abuse Policy*. *The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. The DfE provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published Sharing nudes and semi-nudes: advice for education settings working with children and young people.*
However, this online technology has also given children the opportunity to produce and distribute sexual imagery in the form of photos and videos. Such imagery involving anyone under the age of 18 is illegal. Youth produced sexual imagery refers to both images and videos where;

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18.
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult.
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

All incidents of this nature should be treated as a safeguarding concern and in line with the guidance 'Sexting in schools and colleges: responding to incidents and safeguarding young people'. Cases where sexual imagery of people under 18, is child sexual abuse and should be responded to accordingly.

If a member of staff becomes aware of an incident involving youth produced sexual imagery they should follow the child protection procedures and refer to the DSL as soon as possible. The member of staff should confiscate the device involved and set it to flight mode or, if this is not possible, turn it off. Staff should not view, copy or print the youth produced sexual imagery. Parents should be informed, unless there is reason to believe that this would put the child at risk of harm. A referral should be made to Children's Social Care or the Police as appropriate. Immediate referral should be made to Children's Social Care/Police if;

- the incident involves an adult, the imagery involves sexual acts; the imagery involves anyone aged 12 or under;
- there is good reason to believe that a young person has been coerced, blackmailed or groomed or if there are concerns about their capacity to consent (for example, owing to special education needs);
- what you know about the imagery suggests the content depicts sexual acts which are unusual for the child's development stage or are violent;
- There is reason to believe a child is at immediate risk of harm owing to the sharing of the imagery, for example the child is presenting as suicidal or self-harming.

If none of the above applies then the DSL, in consultation with the Headmaster, will consider if;

- There is a significant age difference between the sender/receiver;
- There is any coercion or encouragement beyond the sender/receiver;
- The imagery was shared and received with the knowledge of the child in the imagery;
- The child is more vulnerable than usual i.e. at risk;
- There is a significant impact on the children involved;
- The image is of a severe or extreme nature;
- The child involved understands consent;
- The situation is isolated or if the image been more widely distributed;
- There are other circumstances relating to either the sender or recipient that may add cause for concern i.e. difficult home circumstances;
- The children have been involved in incidents relating to youth produced imagery before.

If any of these circumstances are present the situation will be escalated according to our child protection procedures, including reporting to the police or children's social care. Otherwise, the situation will be managed within the school. The DSL will record all incidents of youth produced sexual imagery, including both the actions taken, actions not taken, reasons for doing so and the resolution in line with safeguarding recording procedures. This guidance reflects the UKCCIS Guidance.
https://www.gov.uk/government/uploads/system/uploads/attachmentdata/file/551575/6.2439KGNCSextinginSchools

Removal of sexual images/videos: If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed through the Internet Watch Foundation (IWF). The IWF will make an assessment of whether the image is illegal in line with UK Law. If the image is assessed to be illegal, it will be removed and added to the IWF's Image Hash list.

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

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS: Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We provide outdoor-safety lessons/assemblies to our pupils, to help combat this risk, focusing on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.
Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

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

MODERN SLAVERY AND THE NATIONAL REFERRAL MECHANISM: Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims

CHILDREN AND THE COURT SYSTEM: Appleford School recognises that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. We recognise this can

be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service and this may be useful for some parents and carers.

CHILDREN WITH FAMILY MEMBERS IN PRISON: Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Our staff use information provided by NICCO provides to support any pupils who have parents in prison, to help mitigate negative consequences for those children.

HONOUR-BASED VIOLENCE (including Female Genital Mutilation and Forced Marriage): So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Indicators of Honour-based violence: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

HONOUR-BASED ABUSE (including Female Genital Mutilation and Forced Marriage): So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Indicators of Honour-based abuse: Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage

Actions if HBA is suspected: If staff have a concern regarding a child that might be at risk of HBV they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with Police and Children's Services. In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when: the explanation given does not match the injury; the explanation uses words or phrases that do not match the vocabulary of the child (adults words); no explanation is forthcoming; the child (or the parent/carer) is secretive or evasive or the injury is accompanied by allegations of abuse or assault. **We become concerned if the child or young person** is reluctant to have parents/carers contacted; runs away or shows fear of going home; is aggressive towards themselves or others; flinches when approached or touched; is reluctant to undress to change clothing for sport; wears long sleeves during hot weather; is unnaturally compliant in the presence of parents/carers; has a fear of medical help or attention or admits to a punishment that appears excessive.

FEMALE GENITAL MUTILATION (FGM): This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences

Circumstances / symptoms that may point to FGM happening include:

- A child talking about getting ready for a special ceremony; a child's family taking a long trip abroad
- A child's family being one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that a sibling has undergone FGM; a child talking about going abroad to be 'cut' or to prepare for marriage; Difficulty in walking, sitting or standing; spending lengthier time in the bathroom/toilet than usual;
- Unusual behaviour after a school absence/reluctance to undertake usual medical examinations and
- Asking for help, but not detailing the problem in full due to fear or embarrassment.

Mandatory reporting duty: Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Teachers **must** personally report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school DSL and involve Children's Services as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

FORCED MARRIAGE: Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools and colleges. School and staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

HOMELESSNESS: Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Our designated safeguarding lead and deputy DSL are aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Staff are still alert to the signs that families of pupils may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

GANGS AND YOUTH VIOLENCE: We will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils form harm.

DOMESTIC VIOLENCE AND ABUSE: The Home Office define domestic abuse as: *"Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence and abuse between those aged 16 or over, who are or have been intimate partners or family members regardless of gender and sexuality".*

Significant harm from domestic abuse can include: physical violence, emotional abuse, sexual abuse, and financial abuse. If a member of staff is concerned that domestic abuse is occurring within a family or relationship they should inform the DSL who will consider a referral to Children's Services and/or the Police as necessary. In circumstances where there have been 3 known incidents of domestic abuse, a referral must be made to Children's Services. In December 2015 a new criminal offence of coercive and controlling behaviour came into force in England and Wales. This means that repeated patterns of non-physical behaviour (emotional abuse and control) within relationships are now considered a criminal offence capable of prosecution. For the offence to apply, criteria must be met.

Children may suffer both directly and indirectly if they live in households where there is domestic violence. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989. In some cases, a child may blame

themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Where there is evidence of domestic violence, we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC- UK domestic-abuse Signs Symptoms Effects
Refuge what is domestic violence/effects of domestic violence on children Safelives: young people and domestic abuse

BULLYING - *Please also refer to our anti-bullying policy which sets out our procedures in order to prevent bullying and to deal with it if and when it occurs within the school.* This may be defined as deliberate, repeated (systematic) aggressive verbal, psychological or physical conduct by an individual or group against another person or persons. Very often bullying is the act of oppressing or dominating by threat or force where the aggressor may persecute or tease physically or morally in order to frighten into action or inaction. Bullying can include:

- Physical: pushing, hitting, kicking, pinching etc.
- Verbal: name-calling, spreading rumours, constant teasing and sarcasm
- Emotional: tormenting, ridiculing, humiliating, ignoring
- Racial: taunts, graffiti and gestures; Religious / cultural
- Sexual, sexist or homophobic: unwanted physical contact or abusive comments
- Cyber-bullying: through social networking websites, mobile phones and text messages, photographs and email

Signs that may indicate bullying:
- Behavioural changes such as reduced concentration, becoming withdrawn, depressed, tearful, emotionally up and down, reluctance to go to school etc.; a marked drop off in performance at school
- Physical signs such as stomach aches, headaches, difficulties in sleeping, bingeing on food, cigarettes or alcohol and a shortage of money or frequent loss of possessions.

SELF-HARM AND SUICIDAL BEHAVIOUR: Self-harm can be deliberate with the aim of a child just causing themselves an injury, attempted suicide which does not result in end of life or a successful attempt to end life resulting in death. Majority of self-harmers keep it a secret that goes undiscovered, finding it is the only way to express their feelings. Children self-harm for many reasons including: being bullied both at school or online, mental health issues, eating disorders, domestic abuse, any type of child abuse, parental conflict and bereavement. The signs of the distress the child may be under can take many forms and can include:
- cutting behaviours and self-poisoning, other forms of self-harm, such as burning, scalding, banging, hair pulling; not looking after their needs properly emotionally or physically;
- direct injury such as scratching, cutting, burning, hitting yourself, swallowing or putting things inside;
- staying in an abusive relationship, taking risks too easily, eating distress (anorexia and bulimia);
- addiction for example, to alcohol or drugs and low self-esteem and expressions of hopelessness.

During a disclosure of self-harm staff should check whether the pupil has ingested anything or has anything on their person that could cause damage or harm. Any concerns from staff members should be referred to the DSL, as an early help assessment may need to be completed to involve services that can help, or in the case of significant harm a referral can be made to Children's Services.

PRIVATE FOSTERING ARRANGEMENTS: A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or 18 if the child is disabled. Children looked after by the local authority or who are place in residential schools, children's homes or hospitals are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.
Appleford School recognises that most privately fostered children remain safe and well but are aware that safeguarding concerns have been raised in some cases. Therefore, all staff are alert to possible safeguarding issues, including the possibility that the child has been trafficked into the country. By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify children's services as soon as possible. However, where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the DSL will notify Wiltshire Safeguarding Vulnerable People Partnership of the circumstances.

LOOKED AFTER CHILDREN: The most common reason for children becoming looked after is as a result of abuse and neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child and contact arrangements with birth parents or those with parental responsibility. The designated teacher and Member of the Advisory Board for children looked after will have the appropriate level training to equip them with the knowledge and skills to undertake their role. The designated teacher for children looked after and the DSL have details of the child's social worker and the name and contact details of the Wiltshire Head of Virtual School.

TRAFFICKED CHILDREN: Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where the School is made aware of a child is suspected of or actually being trafficked/exploited, including being in Private Fostering, the DSL will report our concerns to Children's Social Care.

RADICALISATION: KCSIE define radicalisation as 'the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.' There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Children Partnership and local authority to ensure our school is a safe place to learn and work.

APPENDIX 2 - WHERE A YOUNG PERSON DISCLOSES ABUSE OR NEGLECT, THE FOLLOWING SEQUENCE OF EVENTS SHOULD BE ADHERED TO

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, 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 they may pose a risk of harm to a child.

Create a safe environment

Create a safe environment by offering the child a private and safe place if possible. Stay calm and reassure the child and stress that he/she is not to blame. Tell the child that you know how difficult it must have been to confide in you.

Listen

Listen to what the child has to say and take them seriously; reassure the child but advise that you cannot promise to keep a secret. Do not make promises you cannot keep. If there is a requirement for immediate medical intervention, assistance should be called for. Tell the child what you are going to do next after the disclosure.

Talking to the child

When talking to the child, do not interview the child and keep questions to a minimum. Do not display shock or disbelief Encourage the child to use his/her own words and do not ask leading questions, interrupt their dialogue, or make assumptions which might give particular answers. Do not repeat the disclosure over and over. Seek consent from the child to share any information disclosed but should consent not be given, an explanation can be given as to why the DSL must be told.

Record

Record in detail the circumstances and timings of the disclosure including the nature and extent of any injuries, explanations given by the child (as much as possible in the child's own words) and the action taken (which may be used in any subsequent court proceedings), within 24 hours of the disclosure. Record in writing the child's name, address and date of birth along with the child's behaviour and emotional state, who else was present at the time of the disclosure. Sign (with time and date) all notes made and give them to the DSL. When the child has finished speaking, do not leave the child alone. Call for immediate assistance from the DSL or deputy DSL or follow the procedures for allegations against staff, volunteers, and Managing directors. The DSL (or other responsible person within the scope of this policy) will then deal with the matter. The official school safeguarding form should also be completed by the person who receives the allegation and forwarded to the DSL.

Do not take responsibility

Only tell those people that it is necessary to inform.
Do not try to investigate the allegation yourself.
Immediately consult our Designated Safeguarding Lead so that any appropriate action can be taken to protect the pupil if necessary.
Do not approach or inform the alleged abuser.

APPENDIX 3 – Job role and main responsibilities of DSL and Deputy DSL

Main Responsibilities of the DSL: Our Proprietor ensures that a member of the Senior Leadership Team, is appointed to the role of the DSL and has the appropriate status and authority within our school to carry out the duties of the post including maintaining an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. The Deputy DSL will act as DSL in their absence and otherwise will carry out safeguarding tasks and duties as specified by the DSL in accordance with the details set down below.

The DSL takes **lead responsibility** for safeguarding and child protection (including online safety). The DSL has the additional time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. If the DSL is unavailable these duties will be carried out by the Deputy DSL. Whilst the activities of the designated safeguarding lead may be delegated to appropriately to the DDSL, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead, this **lead responsibility** should not be delegated.

Availability: During term time, our designated safeguarding lead (or a deputy) is always available (during school hours) for staff in the school to discuss any safeguarding concerns, either in person or via phone/video call. The school will organise adequate and appropriate cover arrangements for any out of hours/out of school time activities including when the school is closed.

Managing Referrals includes: The DSL is expected to:

- refer cases of suspected abuse to the local authority children's social care as required, the LADO for child protection allegations which concern a member of staff or volunteer, the Disclosure and Barring Service where a person is dismissed or left due to risk/harm to a child and/or the police if a crime may have been committed;
- support staff who make referrals to local authority children's social care and the Channel programme;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required. NPCC- When to call the police gives guidance on when to consider calling the police and what to expect when working with the police.

Work with others: The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the three safeguarding partners;
- liaise with the Headmaster to inform them of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety): when deciding whether to make a referral by liaising with relevant agencies and so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- promote educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and is therefore best placed to identify the impact that these issues might be having on children's attendance, engagement and achievement at school. Working with the Headmaster and other staff, the designated safeguarding lead should take lead responsibility for:
    - ensuring that the school knows who its cohort of children who currently need a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
    - support teaching staff to feel confident to provide additional academic support or reasonable adjustments to help children who need or have needed a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Undertake training, which includes: The DSL and deputy DSLs undergo training specific to be updated every 2 years (including prevent awareness training). In addition, they continually (and at least annually) refresh their knowledge and skills in order to

keep up with any developments relevant to their role (this might be through e-bulletins, meeting other DSLs or reading new safeguarding developments) in order to:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments and social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand when a crime may have been committed and at what stage to contact the police. (When to call the Police (NPCC))
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff; are alert to the specific needs of children in need, those with special needs and young carers; are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Information sharing and managing the child protection file: The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date and stored securely. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of (KCSIE: September 2021).

Where children leave the school (including in year transfers) the designated safeguarding lead will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead will also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving in order to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness – The Designated Safeguarding Lead will:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Training, knowledge and skills: The designated safeguarding lead and any deputies undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years. The designated safeguarding lead undertakes Prevent awareness training. This training provides the designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, we give time for their knowledge and skills be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or through reading and digesting safeguarding developments) at regular intervals, as required, and at least annually, supporting the DSLs' understand and keeping up with any developments relevant to their role.

Understanding processes and procedures: Training should provide designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, in order to:

• understand the assessment process for providing early help and statutory services, including local criteria for action and local authority children's social care referral arrangements;

• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so; and

• understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Holding and sharing information: The critical importance of holding, using and sharing information effectively is set out in (Parts one and two of KCSIE: September 2021), and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and/or colleges on transfer including in-year and between primary and secondary education, and with the three safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation; and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Responding to specific needs and harms: Training should give the designated safeguarding lead the knowledge and skills to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk. This includes to:

- be alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health needs and young carers;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- understand and support the school or college with regard to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation;
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college; and
- recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support children with SEND to stay safe online.

***Proprietor*:** The Proprietor, who receives from the DSL a safeguarding report at each meeting has a corporate responsibility for all safeguarding matters relating to the pupils of the school. This includes specific responsibilities for ensuring that all who are employed, supply services or volunteer at the school, are informed of the content of this policy and any reviews and updates. To this end, the Proprietor will:

- liaise with the senior leadership of the school, the DSL and Deputy DSL, holding them to account on matters relating to safeguarding and also liaise with the LSCP and LADO as and when required by this policy;
- with the DSL, jointly produce the written annual review/audit and report where the minutes are sufficiently detailed to demonstrate both the breadth and the depth of the review, which is shared with the local authority;
- check the staff's understanding and implementation of the policy, ensuring that they are all aware of the referral process and how to implement safeguarding protocols; monitor the policy, procedures and the efficiency with which they are implemented;
- ensure that there are clear job specifications for the DSL and Deputy DSL who have the knowledge, skills and understanding necessary to keep safe children who are looked after by a local authority;
- find out, on each visit to the school, if the policy is known in practice by talking to a number of staff and volunteers right across the school to see if they would know who to go to in the case of a suspected abuse and what they would do in terms of comments they might make to the child;
- review how children are taught about safeguarding, including online, through the curriculum and PSHEE;
- ensure the school contributes to interagency working in line with the Working Together to safeguard children (WT) (HM Government: 2018) through effective communication and cooperation with local agencies.

The Headmaster and the DSL will:

- ensure that the safeguarding and child protection policy and procedures adopted by the Proprietor are implemented and followed by all staff;
- allocate sufficient time and resources to enable the DSL and Deputy DSL to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively. Reporting wrongdoing by staff in the workplace that does not involve safeguarding and welfare of pupils is dealt with in accordance with the school's Whistleblowing procedures;
- provide immunity from retribution or disciplinary action against staff in the event of them 'whistleblowing' in good faith; ensure that pupil's safety and welfare are addressed through the curriculum and be able to understand safer recruitment procedures and processes and deal with allegations against members of staff and volunteers.

APPENDIX 4: - A CHILD PROTECTION GUIDE - CUE CARD

A Child Protection Guide - A Cue Card

We are committed to safeguard and promoting the welfare of all at our school.

A code of good practice for staff and volunteers designed for you to keep with you – Carry it.

A Code of Practice is intended to provide a readily accessible reference promoting the principle of our Child Protection Policy.

What happens if:

You suspect a child is being abused or neglected:

1. Immediately inform the Designated Safeguarding Lead (DSL).
2. Record and date any facts which are relevant to your concern and pass these onto the DSL.
3. Do not investigate the issue yourself.

A child discloses to you abuse by someone else

1. Allow the child to speak without interruptions, accepting what is said and without investigating further or asking leading questions.
2. Reassure the child that 'it is not their fault' and that they were right to tell you.
3. Record in the child's own words details of the disclosure and refer this immediately to the DSL. Do not investigate the issue yourself.

You receive an allegation about a member of staff or yourself

1. Immediately inform the Headmaster of the allegation.
2. Record and date the details of the allegation in writing.

Do treat everyone with respect
Do provide an example of behaviour you wish others to follow
Do plan activities which involve more than one other person being present, or at least which are within sight or hearing of others
Do respect a young person's right to personal privacy
Do provide access for young people to talk to others about any concerns they may have.
Do recognise, and allow for, the special needs of young people with disabilities and learning difficulties
Do encourage young people with disabilities and learning difficulties
Do encourage children and adults to point out attitudes and behaviour that they do not like
Do avoid inappropriate physical or verbal contact with young people
Do remember that someone else might misinterpret your actions
Do respect the cultural, religious and ethnic backgrounds of others
Do recognise that caution is required even in sensitive moments of counselling
Do avoid situations that compromise your relationship with young people

Do NOT permit abusive peer activities (e.g. bullying, racism, sexual harassment, banter or others)
Do NOT judge or jump to conclusions about others
Do NOT show favouritism to any individual
Do NOT be drawn into attention seeking behaviour, such as crushes/tantrums
Do NOT make inappropriate remarks or gestures
Do NOT rely on good reputation
Do NOT believe 'it could never happen to me'
Do NOT interview or meet with children in private or outside of school
Do NOT let concerns or allegations of abuse go unrecorded
Do NOT play physical contact games with young people.

APPENDIX 5 - THE ROLE OF THE LOCAL AUTHORITY DESIGNATED OFFICER for ALLEGATIONS (DOfA)

The role of the DOFA is set out in *Working Together to Safeguard Children (2018)* and is governed by the Authorities duties under section 11 of the Children Act 2004 and Local Safeguarding Partnership Policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed. The DOFA must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, 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 they may pose a risk of harm to children.

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The DOFA is responsible for:

- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers.
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The DOFA is involved from the initial phase of the allegation through to the conclusion of the case. The DOFA is available to discuss any concerns and to assist the Appleford in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

APPENDIX 6: - WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED OR NEGLECTED

Member of staff has concerns about a child's welfare
(including children in need and children at risk)
Be alert to signs of abuse and question unusual behaviours

Where a young person discloses abuse or neglect

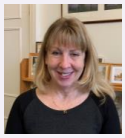
- Listen; take their allegation seriously; reassure that you will take action to keep them safe.
- Inform them what you are going to do next.
- Do not promise confidentiality
- Do not question further or approach/inform the alleged abuser

Discuss concerns with Fiona Filkins (Designated Safeguarding lead)

Or one of the Deputy Designated Safeguarding Leads:

Megan Allen

Marcia Bagguley



The **Safeguarding Lead** will consider further actions required, including consultation with Wiltshire Safeguarding Partnership, immediately (number below) or the police if a crime has been committed, immediately. Concerns and discussion, decisions and reasons for decision should be recorded in writing by agency /organisation. In **exceptional** circumstances or in the absence of a safeguarding lead the individual may contact children's MASH directly.

Still have concerns: refer to MASH

No longer has safeguarding concerns

Wiltshire MASH
Tel: 0300 456 0108
If the child is at immediate risk dial 999 and ask for police assistance

Out of hours Contact Emergency Duty Team on 0345 456 0100

Additional / unmet needs

Wiltshire MASH

1. Acknowledge receipt of referral
2. Decide on next course of action (within one working day)
3. Feedback decision to referrer e.g.:
   - Further Assessment including
   - Child protection enquiries/Strategy Discussion
   - No further action required for Children's Social care **and Early Help assessment recommended**
   - Referred to other agency for service provision

Consult with family and relevant agencies and undertake a Common Assessment (Early Help CAF) and Team around the Child meetings.

APPENDIX 7: - ALLEGATIONS AGAINST ADULTS/SCHOOL STAFF/VOLUNTEERS

Risk of Harm to Pupils

If you become aware that a member of staff/volunteer may have:

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 they may pose a risk of harm to a child

↓

Report immediately to David King

Headmaster

Any concern or allegation against the Headmaster will be reported to the Dr Peter Gardner (Managing Director) unless there is clear evidence to prove that the allegation is incorrect, the Headmaster must:

↓

Report the allegation within one working day to the Designated Officer for Allegations (formerly known as DOFA):

- Designated Officer (direct line): **01225 718079 or 01225 713945**
- Multi-agency Safeguarding Hub (MASH): **0300 456 0108**
- Out of Hours Emergency Duty Service: **0845 607 0888**

↓

The DOFA will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history

2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

↓ ↓

If the allegation threshold is NOT met, the DOFA will agree with you an appropriate response

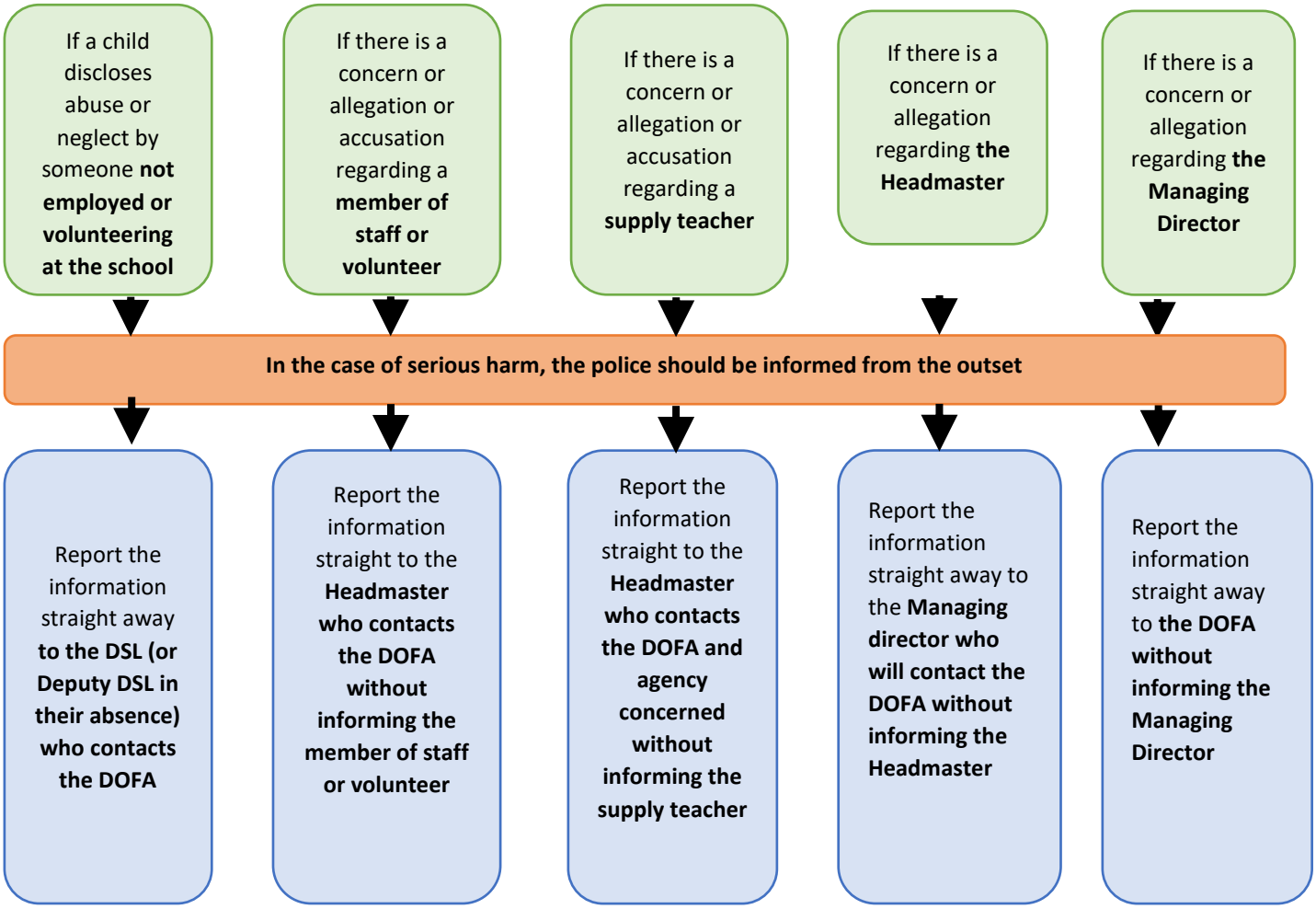
(e.g. for the agency to undertake further enquiries or undertake an internal investigation)

If the allegation threshold is met a strategy meeting will normally be held either by phone or in person. Normally a senior manager / safeguarding lead, the DOFA, HR, Police and social care are invited to attend. Relevant information is shared, risks to children are considered and appropriate action agreed – e.g. child protection and other enquiries, disciplinary measures or criminal proceedings. A record of the meeting will be made, and regular reviews will take place until a conclusion is reached.

Keeping Children Safe in Education (DfE: September 2021) **makes it clear that anybody can make a direct referral to MASH including the DOFA and other external agencies.**

APPENDIX 8: - SAFEGUARDING CONCERNS OR ALLEGATION OF ABUSE ON A CHILD

The following safeguarding procedures apply where you become aware a member of staff/volunteer has, or a child discloses to you that an adult has behaved in a way that has, 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 they may pose a risk of harm to a child.



DSL Contact Details: - Fiona Filkins, Head of Pastoral Care, 01980 621020, fionaf@appleford.wilts.sch.uk

Deputy DSL Contact Details: - Megan Allen, Co-Head of Boarding, 01980 621020, megana@appleford.wilts.sch.uk
And Marcia Bagguley, Medical Administrator, 01980 621020, marciab@appleford.wilts.sch.uk

Headmaster: - David King, Headmaster, 01980 621020, head@appleford.wilts.sch.uk

Managing Director: - Dr Peter Gardner, Telephone: 01980 621020

Local Authority Designated Officers for Allegations: Multi Agency Safeguarding Hub (MASH): 0845 607 0888 or out of hours tel: 0300 456 0108

Keeping Children Safe in Education (DfE: September 2021) **makes it clear that anybody can make a direct referral to MASH including the DOFA and other external agencies.**

Appendix 9: KEY EXTERNAL CONTACT DETAILS

External responsibilities and therefore details of any external personnel named below may be subject to change without notification to the school.

Keeping Children Safe in Education (DfE: September 2021) **makes it clear that anybody can make a direct referral to** the **Multi Agency Safeguarding Hub (MASH) including the Designated Officer for Allegations (DOfA).** If a 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.

Local Authority Designated Officer for Allegations (DOfA) The contact details for the DOfA are as follows:
Direct line: 0300 456 0108 Email: dofaservices@wiltshire.gov.uk
Out of Hours Emergency Duty Service (5.30pm to 9.00am): 0845 6070 888
see definition of the role and responsibilities of the DOFA (Appendix 3)

Multi Agency Safeguarding Hub (MASH): Children who have suffered or are likely to suffer significant harm are '*children at risk'*. Children who are in need of additional support from one or more external agencies are *'children in need'*. In both circumstances staff should immediately report their concerns to the DSL who will consider, if appropriate, a referral to the MASH using the inter-agency referral process, in line with the referral threshold set by Wiltshire Safeguarding Vulnerable People Partnership.
The contact details for the MASH are as follows**:**
Office hours: 0300 456 0108 **Out of Hours Team** at any time Telephone: 0300 456 0100
Email: mash@wiltshire.gcsx.gov.uk (this is a secure email address).
The Child protection Referral form is available for download or printing: http://www.wiltshirepathways.org/GenPage.asp?ID=59 (see Social Care: request for referral)
Other Concerns
For any other concerns where the threshold for Children's Services has not been met you can complete a Common Assessment Framework (CAF) involving professionals working with the child and family. The CAF form is available for download or printing at from the CAF document library

Wiltshire Safeguarding Vulnerable People Partnership (WSVPP): The WSVPP can be contacted by telephone on 01225 713560. The Email is LSCB@wiltshire.gov.uk and the secure email is: LSCB@wiltshire.GCSX.gov.uk The website is www.wiltshirescb.org.uk

The Local Authority Prevent Lead for support and advice for the prevention of radicalisation is:
Multi Agency Safeguarding Hub (MASH) (Mon-Thu 0845-1700hrs / Fri 0845-1600hrs) **tel: 0300 456 0108 or Out of Hours tel:** 0300 456 0100. The non-emergency police telephone number is: 101 and the Department for Education (DfE) dedicated telephone helpline and mailbox for non-emergency advice for staff and Trustees: 020 7340 7264 and counter-extremism@education.gsi.gov.uk.

Female Genital Mutilation (FGM): Any suspected cases of FGM must be reported directly to the police, and to the DSL who will refer the case to the MASH. However, it is mandatory for known cases to be referred to the Police by teachers. For non-emergency 101 and for emergency calls 999. For advice and guidance telephone: 0800 028 3550 or Email: fgmhelp@nspcc.org.uk

Child Sexual Exploitation – Multi Agency Safeguarding Hub If there were concerns regarding Child Sexual Exploitations, staff should inform the DSL who will immediately contact the Wiltshire MASH.

NSPCC Child Protection Helpline: 0808 800 5000 **Childline:** Tel: 0800 1111 www.childline.org.uk
The **NSPCC whistleblowing helpline** is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00PM, Monday to Friday and email: help@nspcc.org.uk

If a child is in immediate danger or left alone, you should contact the police or call an ambulance immediately on 999.
Police Child Abuse Investigation Team – call 101 **Police Domestic Abuse Investigation Team – call 101**