



LIME HOUSE SCHOOL



Child Protection (Safeguarding) Policy (07/19/2018)

This policy applies to all pupils in this school.

This policy applies to EYFS.

Policy Statement

The welfare of our pupils is the school's paramount concern. As a School we do all that we can to promote the welfare of pupils and to ensure that children are protected from harm both within the School and beyond our direct control. To that end we are committed to:

- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including PHSE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Providing help to our pupils in order to adjust behaviours to reduce risks, build resilience, including to radicalisation and stay safe – for example through Internet use policies.

Proprietors ensure there is an effective safeguarding/child protection policy which is implemented fully and is committed to acting in the best interests of the child.

It is the responsibility of all staff to be fully aware of both the Local Safeguarding Children's Board Procedures

(http://cumbrialscb.proceduresonline.com/chapters/full_contents.html#core)

and the School's procedures in relation to child protection. Normal referral procedures are also available when there are concerns about children who may be at risk of being drawn into terrorism

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with government publications: The policy has regard to the guidance set out in:

Keeping Children Safe in Education (2018) (KCSIE incorporates the statutory guidance, Disqualification under the Childcare Act 2006)

Working Together to Safeguard Children (March 2018) (WT)

Prevent Duty Guidance: for England and Wales (March 2015) (Prevent)

The policy also makes reference to the non-statutory guidance:

What to do if you're worried a child is being abused (March 2015)

Information sharing (March 2015)

The Prevent duty: Departmental advice for schools and childminders (June 2015)

The use of social media for on-line radicalisation (July 2015) and the Local (Cumbria)

Safeguarding Children Board (LSCB) Procedures:

http://cumbrialscb.proceduresonline.com/chapters/full_contents.html#core

The School takes seriously their responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

The School operates safe recruitment procedures including DBS checks in compliance with the Independent Schools Standards Regulations. The school's recruitment policy sets out the recruitment procedures from beginning to end, including details of required checks. A summary is given below.

Safer Recruitment and Selection

The school pays full regard to current guidance KCSIE (2018) and WT(2018). We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers, staff employed by contractors, supply staff and other persons not on the staff such as trainee teachers.

Safer recruitment practice includes scrutinizing applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capability for the job. It also includes undertaking interviews and where appropriate, undertaking DBS checks at the correct level depending on the role, prohibition order checks for teachers and providing honest and accurate references when individuals move on.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS Enhanced Disclosure will be obtained for all new appointments to our school workplace (including volunteers, where appropriate). If there are any concerns with existing members of staff they will undergo the same checks as if they were a new member of staff. (See pg 21 KCSIE for DBS Checks)
- this school is committed to keep an up-to-date single central record detailing a range of checks carried out on our staff, volunteers and Governors
- all new appointments to our school workforce from overseas or who have lived outside the UK will be subject to additional checks as appropriate
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy

- identity checks will be carried out on all appointments to our school workforce before the appointment is made
- the school will obtain written notification from any agency, or third party organisation, they use that the organisation has carried out checks on an individual working in that organisation that we would normally conduct. This includes swimming clubs, sports centres and other schools as examples.
- *Disqualification by the Child care Act 2006 (See separate guidance). To identify people caught by the “by living in the same household” rule, schools should ask existing employees working in the early and later years provision (under the age of 8) and those who are directly concerned in the management of such provision to provide the relevant information about themselves or a person who lives or works in the same household as them. It is recommended by the supplementary advice that this is done by way of self-declaration. Care staff and the Senior Management Team members appointed are expected to complete this self-declaration.*
- *Prevent requires schools to have clear protocols for ensuring that any visiting speakers, whether invited by staff or by the pupils themselves, are suitable and appropriately supervised. This MUST be implemented by the Head.*

Annual Review of Safeguarding

The School Proprietors conduct an annual review of the school’s child protection policies and procedures and of the efficiency with which the related duties have been discharged, including swift remediation and implementation of deficiencies.

The review is conducted to ensure that:

- (a) the policy is updated and implemented;
- (b) arrangements are made to safeguard and promote the welfare of pupils at the school;
- (c) such arrangements have regard to any guidance issued by the Secretary of State;
- (d) if there has been a substantiated allegation against a member of staff, the school will work with the Local Authority Designated Officer (LADO) to determine whether there are any improvements to be made to the school’s procedures or practice to help prevent similar events in the future.
- (e) the school contributes to inter-agency working in line with WT through effective communication and good co-operation with local agencies.

The responsibility for the annual review cannot be delegated and is conducted by the proprietors. The board level lead for safeguarding is Mr Nigel Rice.

The Ultimate Designated Safeguarding Lead (DSL) is Mrs Diane Rice who is a school proprietor. Mr Thompson is also a DSL.

We recognise that all adults, including temporary staff and volunteers have a full and active part to play in protecting our pupils from harm, and that the child’s welfare is our paramount concern. Should any deficiencies or weaknesses in child protection

arrangements be identified, by any member of staff, including temporary staff and volunteers, they must be notified immediately to the Head so that they can be remedied without delay.

In the case of EYFS pupils, Ofsted will be informed – as soon as is reasonably practicable, but at the latest within 14 days – of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises and of the action taken in respect of these allegations.

Assurance is obtained in writing and logged that appropriate child protection checks and procedures apply to any staff employed by another organisation who work with the school's pupils on another site.

As a School we believe that we should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

This policy is available on the school's website and by request from the School Office.

Aims of the Policy

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the School which will be followed by all members of the School community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our school who have substantial access to children have been checked as to their suitability.

Procedure Statement

Procedures for safeguarding children will be in line with the Keeping Children Safe in Education (2018) (KCSIE), Working Together to Safeguard Children (2018) (WT), Prevent Duty Guidance: for England and Wales (March 2015) (Prevent) and Cumbria LSCB procedures

(http://cumbrialscb.proceduresonline.com/chapters/full_contents.html#core)

Normal referral procedures are also available when there are concerns about children who may be at risk of being drawn into terrorism.

Personnel

At Lime House School, the Senior Mistress, Mrs Diane Rice is the Designated Safeguard Lead (DSL) (Level 3 (Intermediate LSCB training) October 2017 – Multi-agency training). In her absence the Deputy Head, Mr Craig Thompson (Level 3 (Intermediate LSCB training) October 2017 – Multi-agency training), who also holds responsibility for safeguarding children within the school's EYFS setting and liaising with local statutory children's agencies, will undertake the role. The Headteacher, Mrs Robertson-Barnett has also received similar training, (Level 3 (Intermediate LSCB training) October 2017 – Multi-agency training)

The DSL is responsible for:

- Referring a child if there are concerns about possible abuse, to the Cumbria Safeguarding Hub and LADO, and acting as a focal point for staff to discuss concerns. This referral will be made within 24 hours of a disclosure or suspicion of abuse.
- A written record of the referral will be sent to the Safeguarding Hub and a copy sent to Children's Services and the LSCB within 48 hours of making a referral by telephone. Referral agencies should acknowledge this written referral within one working day of receiving it.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Liaising with other agencies and professionals
- Ensuring that either they or the class teacher attends case conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which has been shared with the parents.
- Ensuring that any pupil currently on the child protection register who is absent without explanation for two days is referred to their key worker's Social Care Team.
- Organising child protection training, including in multi-agency work and training in the LSCB's approach to Prevent duties, for him/herself every two years.
- Organising child protection training for the Head and all staff regularly, in line with advice from the LSCB. Such training is to include the LSCB's approach to Prevent duties including the four general themes: risk assessment, working in partnership, staff training and IT policies .In addition all staff members should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. This should include online safety training for staff including Channel online awareness training.
- Providing the Headteacher with the following information: any changes to the policy and procedures; training undertaken by the DSL, training undertaken by all

- staff; the number and type of incidents/cases recorded, and number of children on the child protection register (anonymised).
- Providing training for Senior pupils in Prefect or mentoring roles on what to do if a disclosure is made to them.
 - Deal with allegations or disclosure of abuse by pupils to another by informing the Headteacher. On all such occasions will discuss the content of the allegation with the parents of both pupils and if appropriate with Cumbria Children's Services and the LSCB.
 - The DSL is responsible for identifying pupils as being at risk of radicalisation, and giving consideration to the most appropriate referral, which could include Channel or Children's Social Care, for example.
 - The DSL is in a position to delegate her responsibilities to other members of the Senior Management Team but must oversee any outcomes.
 - *The DSL has overall responsibility for on-line safety.*

The required training content for the DSL set out in Annex B of KCSIE and covers inter-agency working, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children.

All new staff, as part of their induction, will receive training in Safeguarding Children which will include how to respond to a pupil who discloses abuse. This includes part-time, temporary staff and volunteers.

All staff, including temporary staff and volunteers, are provided with induction training that includes:

1. the school's child protection policy;
2. the staff code of conduct/behaviour policy;
3. the identity of the designated person;
4. a copy of Part 1 and Annex A (Further Information)) of KCSIE. All staff MUST read part 1 and Annex A of KCSIE and sign a declaration to that effect.
5. *Online safety (Cyberbullying & Sexting Policies)*
6. *Children who going missing from education Policy (CME Policy)*
7. *Training to manage reports of child on child sexual violence and sexual harassment.*

The school consults with their LSCB to determine the most appropriate schedule, level and focus for training with regard to safeguarding. The context of school within the community will also be a factor in determining the level and focus for training and responsiveness to factors such as female genital mutilation, radicalisation, e-safety and cyberbullying, and mental health.

All parents and guardians are made aware of the responsibilities of staff members with regard to child protection procedures through publication of The School's Safeguarding (Child Protection) Policy on our website,

Our selection and recruitment of staff includes checks for their suitability with the

Disclosure and Barring Service. Our recruitment policy contains further details of these procedures and details of required checks.

Where pupils are looked after by the local authority the DSL has responsibility for their welfare and progress and for having up to date assessment information from the local authority, contact details of parents, the most, recent care plans and any delegated authority to carers.

Concerns about a Child

Practical Advice for Staff

In any school there is the possibility that pupils will show signs and symptoms of abuse or will disclose to staff that they have been abused. The Children's Act 1989 lays down certain requirements about how staff must deal with these situations. The following notes are intended to provide practical advice to staff on how to handle disclosures and to provide guidelines for dealing with such disclosures that must be followed by all employees of Lime House School. In line with our statutory obligations the interests of the child must be paramount, though the School will also wish to take account of the interests of other pupils, staff and parents.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
 - children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
 - communication barriers and difficulties in overcoming these barriers.
- *such children may be particularly vulnerable to peer on peer abuse.*

(A) Types of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children. Abuse can take place wholly online or technology may be used to facilitate offline abuse.

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.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

(B) Symptoms of Abuse

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

Neglect or Emotional Abuse

The pupil: Looks extra-thin and poorly
Complains of hunger, lacking energy
Has repeated accidents, especially burns
Is left alone at home inappropriately
Is repeatedly unwashed, smelly
Is kept away from school medicals
Is reluctant to go home, especially at weekends
Is unusually 'hard' or 'detached' when told off
Is unable to make normal friendships

Physical Abuse

The pupil has: Injuries that are not adequately explained by the pupil
Current bruising/injury with a long history of bruises and accidents
Injuries getting progressively worse or occurring in a time pattern (e.g. every Monday morning)
'Grip' marks on arms or 'slap' marks (cheeks, arms, legs)
Long marks which could be from a belt or cane; stub marks from a cigarette
Bruising on both sides of the ear. Any symmetrical bruising is suspicious
Teethmarks from a bite; bruised eyes, especially if both at once.
A reluctance to go home, especially weekends

Sexual Abuse

The pupil: May repeatedly openly masturbate
May behave in a precocious sexually provocative way
May run away from home
May appear unhappy or isolated
May have aggressive eruptions
May be kept away from school medicals
May have persistent problems with sleeping, nightmares, bedwetting
May struggle with anorexia, bulimia, or excessive 'comfort eating'
May be reluctant to go home

General

Staff need to be aware of the more general signs of abuse and neglect including:

significant changes in children's behaviour;
children who run away or go missing;
deterioration in children's general well-being;
unexplained bruising, marks or signs of possible abuse or neglect;
children's comments which give cause for concern;
any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
inappropriate behaviour displayed by other members of staff, or any other person working with the children. For example, inappropriate sexual comments; excessive one-

to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

Specific Safeguarding Issues

All staff need to be aware of the contents of part 1 of KCSIE and page 15 provides further information on specific safeguarding issues including children who run away or go missing from education (see the separate CME Policy), Female Genital Mutilation (FGM), radicalisation, Child Sexual Exploitation, domestic violence, the influence of gangs, so-called honour-based violence and forced marriage. In all these cases normal referral processes should be followed.

Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

It is mandatory for teachers to report to the POLICE cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate. This is relevant to the school as we have female pupils.

Where there are concerns relating to radicalisation, discussions would normally be taken in consultation with parents and pupils. However, parental consent is NOT required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

(C) Action

Suspicion of abuse from observation

- Any teacher who is concerned about a pupil based on any outward symptom must report this directly to the DSL.
- The DSL may consult with those able to provide more information e.g. Advanced First Aider and Paediatric First Aider, the PE department, previous Tutor etc.
- If there is concern about an injury, the child should be sent to the Advanced First Aider and Paediatric First Aider to seek medical advice.

Disclosure of abuse by the pupil : The five R's

Where a pupil actually discloses that he/she has been abused the following guidelines must be followed.

RECEIVE

Listen without shock, disgust or disbelief and accept what is said. To communicate "I believe you" is vital. (It may be that it is not true but that is not for us to decide.) Give plenty of time and allow for plenty of silence.

REASSURE

It is helpful to the pupil if the adult is able to communicate something of the following:
'You're not to blame, it's not your fault'
'You're very brave to have told someone'

But do NOT make promises that you are unable to keep:
'I'll stay with you'; "everything will be ok now"; "I won't let him hurt you again"; "I won't tell anyone"

REACT

Ask open-ended questions: "Is there anything else you'd like to tell me?"

Do not ask leading questions (eg 'Did he also touch you anywhere he shouldn't have done?') as this may invalidate any future legal proceedings

Do not ask 'accusing' questions: "Why didn't you tell someone earlier?"
"Why didn't you tell your Mum?"

Do not criticise the perpetrator: If it is a family member emotions are going to be horribly mixed but the family staying together may well be the preferred solution.

Do not ask the pupil to repeat it all for any other member of staff.

RECORD

Make notes as soon as possible afterwards. Do not record your assumptions and interpretations, just what you heard and saw. Do not destroy original notes even if you later write things up more neatly and fully.

Record date, place, time, any non-verbal behaviour and words used including 'pet' sexual words (if any used).

Draw a diagram if bruising is apparent to give exact location. The diagram should only indicate those parts of the body which are normally visible.

REFER

Confidentiality is an important principle but in cases of abuse no member of the School community can maintain absolute confidentiality. Every school must designate a senior member of staff to be the liaison with social services and other agencies for such cases. In this school the Senior Mistress is the DSL and therefore all referrals that involve Lime House School pupils must go through her.

The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only.

The School will always make any referral within 24 hours even without parental consent. The referrer will be informed of action to be taken. They should follow this up if they are not informed. If in doubt, we will consult with the Safeguarding Hub or the LSCB.

Essential Staff Action

Pages 8 to 11 in part 1 of KCSIE sets out the process for staff when they have concerns about a child.

- In all cases the teacher/adult to whom the disclosure of abuse is made must immediately refer the matter to the Senior Mistress (DSL). If the Senior Mistress is unavailable then the Deputy Head should be contacted. If she/he is unavailable then the Headteacher or other member of SMT must be contacted.
- If the disclosure happens after school hours, the teacher/adult should attempt to contact any of the above at home. If this proves impossible and there is a fear that the pupil is 'at risk' (i.e. it is unsafe for them to go home) then social services may be contacted direct.
- Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases do not negotiate with the child, but do firmly yet sensitively explain that you must refer the matter to the Senior Mistress. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.
- Do allow him/her to voice his/her fears over "What is going to happen next?" The answer is that the Senior Mistress will contact Children's Services (LSCB) that day who will then decide on what action to take. It may involve them coming to School and talking with the child. Do reassure the child that they regularly deal with this and will understand his/her fears about his/her family etc.
- In circumstances where the child is extremely distressed, he/she should not be left unattended. Ensure another member of staff sits with him/her while you are telling the Senior Mistress.
- Do stay with them and be the 'support person' if a LSCB interview does happen.
- If you suspect abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' this must be reported to the DSL. Any such abuse will be referred to local agencies.
- In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk."
- If a child is in IMMEDIATE DANGER or is at RISK OF HARM a referral should be made to **children's social care and/or the police immediately.**
- If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
- If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- If early help and or other support is appropriate the case should be kept under
- constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

Allegations of peer on peer abuse

At Lime House School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and

other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

All staff should be aware safeguarding issues can 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, verbal abuse and sexting and any other relevant issues named in KCSIE. *Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” or “just having a laugh” which should be seen as a form of bullying.* Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. (KCSIE 2018). There is a separate school policy on sexting.

In most instances, the conduct of students towards each other is covered by the school's behaviour policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse, sexual exploitation and verbal abuse. It may also include bullying (including cyberbullying) and sexting. It is also likely that incidents dealt with under this policy will involve older students and their behaviour towards younger students or those who are vulnerable.

The school considers online safety as part of both safeguarding and anti-bullying arrangements. The cyber-bullying policy gives guidance to online safety for staff, pupils and parents/carers.

The safeguarding implications of sexual activity between young people

The intervention of child protection agencies in situations involving sexual activity between children can require difficult professional judgments. Some situations are statutorily clear – for example, a child under the age of 13 cannot consent to sexual activity. But it will not necessarily be appropriate to initiate safeguarding procedures where sexual activity involving children and young people below the age of legal consent (16 years) comes to notice. In our society generally the age at which children become sexually active has steadily dropped. It is important to distinguish between consensual sexual activity between children of a similar age (where at least one is below the age of consent), and sexual activity involving a power imbalance, or some form of coercion or exploitation. It may also be difficult to be sure that what has or has been alleged to have taken place definitely does have a sexual component.

As usual, important decisions should be made on a case by case basis, on the basis of an assessment of the children's best interests. Referral under safeguarding arrangements may be necessary, guided by an assessment of the extent to which a child is suffering, or is likely to suffer, significant harm. Key specific considerations will include:

- The age, maturity and understanding of the children;
- Any disability or special needs of the children;
- Their social and family circumstance;
- Any evidence in the behaviour or presentation of the children that might suggest they have been harmed;
- Any evidence of pressure to engage in sexual activity;
- Any indication of sexual exploitation.

There are also contextual factors. Gender, sexuality, race and levels of sexual knowledge can all be used to exert power. A sexual predator may sometimes be a woman or girl and the victim a boy.

Prevention

As a school we will minimise the risk of allegations against other pupils by:

- ❖ Providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
- ❖ Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- ❖ Delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk
- ❖ Developing robust risk assessments & providing targeted work for pupils identified as being a potential risk to other pupils.
- ❖

Allegations against other pupils which are safeguarding issues (Peer on peer abuse)

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and verbal abuse. It is likely that, to be considered a safeguarding allegation against a pupil, some of the following features will be found.

If the allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the school
- Indicates that other pupils may have been affected by this student
- Indicates that young people outside the school may be affected by this student

Examples of safeguarding issues against a student could include:

Physical Abuse

- Violence, particularly pre-planned
- Forcing others to use drugs or alcohol

Emotional Abuse

- Blackmail or extortion
- Threats and intimidation

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults
- Forcing others to watch pornography or take part in sexting

Sexual Exploitation

- Encouraging other children to engage in inappropriate sexual behaviour (For example - having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited children, staying out overnight)
- Photographing or videoing other children performing indecent acts

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up” or “just having a laugh”.

All staff need to be aware of the different gender issues that can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence. *It is more likely that girls will be victims and boys as perpetrators, but all peer on peer abuse is unacceptable and will be taken seriously.*

Procedure:

- When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
- A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
- The DSL will follow through the outcomes of any discussion, may seek further advice from statutory agencies and make a referral where appropriate and meets the referral threshold set by the LSCB.

- If the allegation indicates that a potential criminal offence has taken place or if a child is in immediate danger or is at risk of harm, the DSL will refer immediately the case to the multi-agency agency safeguarding hub and/or the police.
- Parents, of both the student being complained about and the alleged victim, should be informed and kept updated on the progress of the referral.
- The DSL will make a record of the concern, related conversations, meetings, communications and any outcome and keep a copy in the files of both pupils.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.
- Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan to ensure the safety of all pupils and that both alleged victims and perpetrator pupils receive appropriate support.
- Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised, the availability of counselling, the adequacy of arrangements for listening to children etc;
- The DSL will ensure that effective information sharing with any agencies or other professionals involved has taken place.
- Further advice can be found in: What to do if you're worried a child is being abused; (March 2015)

Staff Action – Missing Children

The school follows the LSCB procedures in the event of a child who is lost or missing. Please refer to the link below:

http://cumbrialscb.proceduresonline.com/files/ch_miss_edu.pdf

Reference should also be made to the CME Policy.

Always remember that a child wants the abuse to stop.

Cases of doubt after disclosure

In some situations a pupil may drop hints that 'something wrong is happening' but never actually gets to the point of declaring that they have been abused. Teachers or any School employee who wish to maintain confidentiality, at this stage, need not disclose details of

what was said but should still pursue the matter.

In all cases the teacher/adult within 24 hours should discuss the matter with the DSL.

The teacher/adult should not have to wait for proof of abuse before reporting the matter.

Children who have suffered harm or likely to suffer significant harm should be reported to Children's Social Care immediately.

Children who are in need of additional support should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches. This action should be taken by the DSL even if they are not suffering harm or are at immediate risk.

Support for victims

- Reassure and support the pupil(s) involved.
- Advise them that you are required to pass details on to the DSL.
- Incidents which occur outside school, cyber-bullying and sexting for example, should also be reported.
- The victim will be interviewed by the DSL.
- The victim is also given the opportunity to discuss his/her own reactions
- The victim is given support and advice and counselling is suggested if deemed appropriate.
- Inevitably some pupils will ask or plead with the teacher not to tell anyone else. In these cases do not negotiate with the child, but do firmly yet sensitively explain that you must refer the matter to the Senior Mistress. Whilst we may wish to give them a day to think it over, no teacher is in the position to do so. The matter must be referred before the end of the school day.
- Do allow him/her to voice his/her fears over "What is going to happen next?" The answer is that the Senior Mistress will contact Children's Services (LSCB) that day who will then decide on what action to take. It may involve them coming to School and talking with the child. Do reassure the child that they regularly deal with this and will understand his/her fears about his/her family etc.
- In circumstances where the child is extremely distressed, he/she should not be left unattended. Ensure another member of staff sits with him/her while you are telling the Senior Mistress.
- Do stay with them and be the 'support person' if a LSCB interview does happen.
- In the event of disclosures about pupil on pupil abuse all children involved, whether perpetrator or victim, are treated as being "at risk."

Support for Staff

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties

with the DSL and to seek further support as appropriate.

Staff Behaviour Policy/Code of Conduct

All School staff including temporary staff and volunteers must ensure that no situation could arise involving any of us which could reasonably be construed as acting against the safety of each child. We all understand that it is not always an easy line to draw but crossing that line, or being in a position where it appears that the line has been crossed, is unacceptable.

The following notes of guidance are intended to assist staff to deal with this difficult issue.

This guidance is not exhaustive and is designed to set out principles rather than to give detailed and specific advice. Clearly, the circumstances in which staff work vary (e.g. working with very young children, boarding staff, sports staff, etc.); this guidance is meant to give general principles only.

- The relationship between staff and students/pupils is a professional one. It is fully expected – and, indeed, hoped – that staff in the school have a friendly and caring relationship with students/pupils; nevertheless, the basis of that relationship is professional not personal. It is suggested that a good test to apply is to reflect on whether the child’s parents would be happy with the relationship if they were standing with you. It is an offence for a person aged 18 or over, such as a teacher, to have a sexual relationship with a child under 18 where that person is in a position of trust in respect of that child, even if, in the case of those over 16, the relationship is consensual.
- A personal relationship between staff and a student/pupil is inappropriate. Some circumstances in which such a personal relationship may arise would be when your own children are friends with those in the School or when you have a personal relationship with parents of children in the School.
- In general, unnecessary physical contact with students/pupils should be avoided. In some circumstances, physical contact between a member of staff and a student/pupil is necessary and beneficial; it might be, for example, that a Reception teacher might need to pick up a 5 year old who has fallen over in the playground, a sports coach may need to demonstrate to a student/pupil how to hold a racket or a secondary teacher may give a student/pupil a gentle pat on the back as encouragement. In rare circumstances it may be appropriate for members of staff to use reasonable restraint in circumstances where a student is behaving in a manner which endangers him or herself or other people. In these situations, staff are advised to be very sensitive to the student’s/pupil’s likely reaction and to watch out for signs that the student/pupil is apprehensive or uncomfortable. We all have our own personal space that needs to be protected. Wherever possible when working with students/pupils, other people (adults, colleagues or students/pupils) should be present or the door should be open.
- Over-familiar words and actions, displays of affection, discussion of one’s personal life or the personal life of the student/pupil are normally inappropriate. Sexual innuendo is wrong in all circumstances. Staff are advised to avoid actions, words or expressions that could be interpreted as suggesting that they have an

- emotional relationship with any student/pupil. In the professional staff-student/pupil relationship it is not appropriate to single a student/pupil out for favours or to suggest to a student/pupil that he or she is a special friend.
- Occasionally it is necessary for professional academic reasons for staff to communicate with students/pupils out of school. Except where absolutely necessary, personal email addresses, home or mobile phone numbers should not be given, asked for or used. A staff mobile phone number might be given to students/pupils for use during an educational visit; where possible, a school mobile phone should be used for this purpose. Pastoral matters should not normally be dealt with by personal email or using personal phone contacts. Only in the most exceptional circumstances, for instance, where there is well-founded concern for the unexplained whereabouts of a student, should pastoral matters be dealt with by personal email or using personal phone contact. In any event, records of all contacts should be kept on the student file so that if it is necessary to use email or personal contact, the reason why will be specified in the written record. It is very difficult to envisage circumstances under which individual texting is appropriate except through official school channels.
 - Members of staff are only permitted to use a camera for taking photographs with the permission of a member of the Senior Management Team. Under NO CIRCUMSTANCES are photographs to be taken using a mobile phone with a camera facility or any similar device which permits immediate communication to a third party. Only cameras authorised by the SMT can be used to take photographs of pupils
 - Members of staff who in the course of their professional duties need to work on a one-to-one basis with a student/pupil (e.g. a piano lesson, a maths tutorial, etc.), in particular one of the opposite sex, are advised to take care to ensure that the circumstances of the meeting or lesson are professional. Staff are advised to use a room which has vision panels in the door or keep the door open and ensure that colleagues know that the meeting or lesson is taking place. It is helpful if the meeting or lesson can be arranged during normal school hours or immediately before or after school when there are plenty of other people about.
 - Staff are advised to avoid threatening words, raised voices and any aggressive contact such as holding, pushing, pulling or hitting, which could amount to or which could be interpreted as a criminal assault.
 - Members of staff do have the right to use reasonable physical force to restrain students/pupils in order to prevent them from committing a criminal offence, injuring others or themselves, damaging property or behaving in such a way as to compromise good order and discipline. Refer to the school policy 'Use of reasonable force'.
 - Social networking sites, such as Twitter, Facebook and Instagram, pose risks for all staff in terms of professional integrity and the welfare of pupils. Staff should not use these sites to contact or communicate with pupils. Many pupils will post information which is inappropriate in language or visuals. To view such pages may alter your judgement of pupils, to be known to be viewing them may alter a pupil's view of you, and to comment to pupils about what you have seen is likely to have an impact on your professional reputation as well as possibly causing distress to pupils concerned. Should you become aware of material about yourself, the School, or a pupil which is inappropriate, the Senior Management Team should be informed and they will instruct a member of staff to check the

allegations and inform the appropriate authorities. You should not check it out yourself.

- Male staff should not, unless it is an extreme emergency, enter female boarding accommodation. Whilst it is acceptable for both male and female staff, particularly those in a caring role, to enter male boarding accommodation it is advisable to give plenty of warning, usually by knocking on the door, before entering a dormitory. The same could be said for female boarding areas when female staff wish to gain access. However if one suspects a pupil is at risk this is not be deemed necessary.
- There are occasions when staff transport pupils by minibus or car. When collecting or ‘dropping off’ pupils try to avoid situations where a one-to-one situation arises. This might include changing the proposed route. If this is unavoidable then ensure the pupil is not sitting in the front seat. Always remind pupils to have seatbelts fastened.
- If you are at all concerned about anything which has occurred or which has made you uncomfortable, you are strongly encouraged to discuss the matter with a senior colleague at the earliest opportunity even if it turns out that nothing untoward has happened. As a matter of good practice it is advisable to make a written record, dated and signed, of any such incident.
- WHISTLEBLOWING - The school has a culture of safety and of raising concerns. The school values its staff and encourages reflective practice. Staff are encouraged to use the normal reporting procedures (outlined below in ‘Allegations of abuse against teachers and other staff’) if they have any concerns, including about poor or unsafe practice and potential failures in the school’s safeguarding regime, provision for mediation and dispute resolution where necessary. Training and support is provided for staff. The school encourages transparency and accountability in relation to how concerns are received and handled.
- WHISTLEBLOWING - We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If any member of staff is dissatisfied with the way that the DSL has dealt with their concern over the welfare of a pupil they may contact the Deputy Head or Head. They can also contact Cumbria Children’s Services (LSCB) independently. Always remember that the welfare of children is of paramount importance.

WHISTLEBLOWING - Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- 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 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

Allegations of abuse against teachers and other staff

If a pupil does make an allegation about a member of staff, it must be reported directly to the Headteacher or the DSL. If the referral is made to the DSL they must keep the head informed. This includes any allegation against the DSL. In all cases of allegations against staff or other adults in the school, the head will contact the LADO. In the head's absence this will be one of the school proprietors.

The DSL on all such occasions will discuss the content of the allegation with Cumbria Children's Services (LSCB).

If the allegation made to a member of staff concerns the DSL, then the member of staff should immediately inform the Head, Mrs Fisher, Mr Thompson and the LADO.

Any allegation against the Head is made to Mrs Rice, Mrs Fisher, Mr Thompson and the LADO. Where an allegation is against the head, the head must not be informed of the allegation prior to contact with the Proprietors and LADO.

Any allegation against the proprietors (Mr Rice, Mrs Rice and Mrs Fisher) should always be made to the Head, Mr Thompson and the LADO.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. ANYBODY CAN MAKE A REFERRAL. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

Immediate contact should be made with the LADO to discuss the allegation, consider the nature, content and context of the allegation and agree a course of action including any involvement of the police. Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed.

The School will follow the Cumbria procedures for managing allegations against staff. Under no circumstances will we send a child home, pending such an investigation, unless this advice is given exceptionally, as a result of a Strategy Meeting.

Suspension of the member of staff, excluding the Headteacher, against whom an allegation has been made, needs careful consideration, and the school should give due weight to the views of the SMT, LADO, KCSIE, WT and to the policy when making a decision about suspension.

If an allegation is made against a teacher the quick resolution of that allegation must be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated. The school must and will not undertake their own investigations of allegations without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the LADO can be held informally and without naming the school or individual.

The school will report to the DBS, promptly and within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children that is, they have caused harm or posed a risk of harm to a child. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The school will make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".

Where a referral has been made to the DBS, it should also be made to TRA. Where a dismissal does not reach the threshold for DBS referral, separate consideration must be given to an TRA referral. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in Teacher misconduct: the prohibition of teachers (July 2014). Further guidance is published on the DfE (TRA) website.

Compromise agreements cannot prevent making a report to the DBS, where the individual refuses to cooperate with an investigation or where members of staff leave the school under suspicion of being unsuitable to work with children.

In the event of an allegation against the Headteacher, the decision to suspend will be made by the Proprietors with advice being sought from the LADO.

If any allegation is made against a member of staff who is resident at the School arrangements will be made for alternative accommodation away from children pending the investigation.

In the case of serious harm the Police will be informed from the outset.

There are restrictions on the reporting or publishing of allegations against teachers and so the school must make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The EYFS (Early Years Foundation Stage)

All points in this policy apply to the EYFS in addition:

1. Members of staff are only permitted to use a camera for taking photographs with the permission of the DSL. Under NO CIRCUMSTANCES are photographs to be taken using a mobile phone with a camera facility or any similar device which permits immediate communication to a third party.
2. Mr Thompson takes the lead responsibility for safeguarding in the EYFS.
3. The school must and will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).
4. The school does note the detailed requirements for safeguarding training outlined at paragraph 3.6 of the EYFS Statutory Framework.

Whilst this policy document will act as a reference manual staff should show a first-hand understanding of the following questions:

Who is the designated safeguarding lead in the school?

What would you do if you had a concern about a child?

What would you do if you had a concern about a colleague?

What would you do if a child told you they were being abused or neglected?

Procedures and Contacts

Cumbria Local Safeguarding Children's Board Procedures

(http://cumbrialscb.proceduresonline.com/chapters/full_contents.html#core)

How to refer a child / children if you are concerned about their safety

If you have a **concern about any child**, you must raise this with the **Cumbria Safeguarding Hub**. They are a team of social workers, police and health workers who will:

- offer consultation on what to do if you are 'worried about a child'
- provide information and advice to parents and children and other agencies about services for children in Cumbria
- receive all requests for children's social care support and services
- normal referral procedures are also available when there are concerns about children who may be at risk of being drawn into terrorism

Cumbria Safeguarding Hub

Phone **0333 240 1727**

Office hours (9am to 5pm Monday to Thursday and 9am to 4.30pm Friday)

Out of office hours an emergency only service is provided by the Emergency Duty Team.

Emergency Duty Team

01768 895019

Details of the full LSCB procedures including referrals and policies may be found at the link below.

http://cumbrialscb.proceduresonline.com/chapters/full_contents.html#core

Contact Details

Contact details for agency involvement, are included below and displayed prominently in the STAFFROOM, including those for support and advice about extremism, for example, the LA Prevent lead in Prevent priority areas, the local police force, 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and

counter-extremism@education.gsi.gov.uk.

Cumbria Safeguarding Hub

Phone **0333 240 1727**

Email: lado@cumbria.gov.uk

Out of office hours an emergency only service is provided by the Emergency Duty Team.

Emergency Duty Team

01768 895019

Carlisle Area

Children's Services
3 Alfred Street North
Carlisle
Cumbria
Phone: 01228 607002

Cumbria LSCB
Cumbria House
117 Botchergate
Carlisle
Cumbria
CA1 1 RD

Phone 01228 226898

Email LSCB@cumbria.gov.uk

Cumbria LADOs (Contact for advice about concerns regarding an adult working with children):

Cumbria Safeguarding Hub on 0333 240 1727

OR

Emergency Duty Team on 01768 895019

They will get a LADO to contact you

Disclosure & Barring Service
Email: info@disclosuresDBS.co.uk
Telephone: 03333 207 300

Department for Education
Independent Education and Boarding Team,
Mowden Hall,
Staindrop Road,
Darlington,
DL3 9BG.
Telephone 0370 000 2288 or 0843 816 6336

This policy is applicable to all pupils in our school including our boarders and those in our EYFS setting. It is available to staff, pupils, parents and the parents of prospective pupils on the school's website and paper copies are available on request from the school office.

This policy was reviewed and updated in August 2018 and will be reviewed in August 2019 or sooner if new legislation applies.

N A Rice MA
School Proprietor