

Safeguarding and Child Protection Policy and Guidelines for the Whole School Including EYFS

(PG 9, Related Policies PG 9c, SG 4, SG 14, HG 1, HG 15, BG 23, P3 ISI 7a, WS)

West Hill Park has a culture of safety, equality and respect

**The School commits to always act in the best interests of the child
Every child has the right to be protected and it is everyone's responsibility to protect children**

Any member of staff can make a referral

West Hill Park, as a school and registered charity, has a duty to report to children's services any serious concerns regarding children in its care.

Key Contacts in School

Designated Safeguarding Lead (DSL)

Senior DSL – Nicholas Roddis – n.roddis@westhillpark.com

Deputy DSL Responsible for EYFS Sarah Hall - s.hall@westhillpark.com

DSL Team – Chris Ward – headmaster@westhillpark.com

DSL Team – Liz Alway – e.alway@westhillpark.com

DSL Team - Craig Boyce – c.boyce@westhillpark.com

Safeguarding Governor – Mrs G Sommers can be contacted via the Front Office

Or any of the DSL team can be contacted on 01329 842356

Professional Contacts

Hampshire Safeguarding Children Board (LSCB)

Tel No: 01329 225379 or 0300 555 1384

Out of Hours: 0300 555 1373

childrens.services@hants.gov.uk

Emergency: 999

For concerns about extremism:

Local Police Force 101

Hants Direct 0300 555 1384

prevent.engagement@hampshire.pnn.police.uk

DfE dedicated helpline 020 7340 7264 or counter.extremism@education.gov.uk

Hampshire Children Missing Education (CME) Tracking Officer 01962 845363

or cme@hants.gov.uk

This document complies with;

'DfE 'Safeguarding Children and Safer Recruitment in Education'

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Legal Framework

- The Children Act – s47, s17
- Disqualification Under the Childcare Act 2006 amended 2018
- Education Act 2002 (s175)
- Independent Schools Standards Regulations 2010 as amended 2015
- The Protection of Children Act 1999
- Data Protection Act 1998
- GDPR 2018
- The Education (Prohibition from Teaching or Working with Children) Regulations 2003.
- The Children Act 2004
- The Children and Families Act 2014
- The Local Safeguarding Children Boards Regulations 2006 as amended 2010
- The Counter-Terrorism and Security Act 2015

DfE Guidance that the School has regard to

- [Keeping Children Safe in Education – Statutory Guidance 2020 January 2021 Update](#)
- [Sexual Violence and Sexual Harassment between children in schools and colleges May 2018](#)
- [Disqualification under the Childcare Act 2006 August 2018](#)
- [What to Do If you are worried a Child is Being Abused March 2015 – Amended February 2017](#)
- [Criminal Exploitation of Children and Vulnerable Adults: County Lines September 2020](#)
- [Working Together to Safeguard Children July 2018](#)
- [Information Sharing: Advice for Practitioners providing Safeguarding Services July 2018](#)
- [Revised Prevent Duty Guidance: for England and Wales REVISED April 2019](#)
- [The use of social media for on-line radicalisation July 2015](#)
- [Children Missing Education September 2016](#)
- [Preventing and Tackling Bullying – Advice for Headmaster Teachers, Staff and Governing Bodies July 2017](#)
- [Cyberbullying: Advice for Headteachers and school staff](#)
- [Mental Health and Behaviour in Schools November 2018](#)
- [Counselling in Schools: A Blue Print for the Future February 2016](#)
- [Sexting in Schools and Colleges](#)
- [Promoting Children and Young People's Emotional Health and Wellbeing](#)

Other relevant policies: This document **MUST** be read in conjunction with;

- Code of Conduct for Staff (SG 4)
- Staff Recruitment and Selection (HG 1)
- Prevention and Tackling of Bullying (PG 8)
- Tackling Extremism and Radicalisation (PG 9c)
- Whistleblowing (HG 15)
- Keeping Children Safe In Education
- Staff Acceptable Use Policy IT and Mobile Phone Use (SG 14)

This policy is made available to all parents and prospective parents on request and is available to read on the school website www.westhillpark.com

Nicholas Roddis (DHM) Chris Ward (HM) and Kevin Murphy (Chair of Governors) have the responsibility to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and

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procedures in practice.

The Designated Safeguarding Lead (DSL) for the whole school is Nicholas Roddis who is trained in Advanced Safeguarding and Multi-agency work.

The Deputy Designated Safeguarding Lead (DDSL) for the whole school with direct responsibility for EYFS is Sarah Hall who is trained in Advanced Safeguarding and Multi-agency work.

Other staff trained in Advanced Safeguarding and Multi-agency work are Headmaster, Chris Ward, Director of Studies, Craig Boyce, Head of Boarding, Liz Always and Governor, Gill Sommers.

The role of the Designated Safeguarding Lead is described in KCSIE Annex B and detailed below 14.1.

Anyone may make a referral to children's social care but are advised to discuss any concerns with the DSL before doing so

1.0 Background

- 1.1 Society has an increasing awareness into the levels of abuse to children that occur. Ofsted, ISI, the local authority, a clinical commissioning group (CCG) and the chief of police have been given a mandate to ensure that children are protected from abuse, and also to set up mechanisms to help detect abuse or the danger of abuse to children.
- 1.2 The school is positioned to help all organisations in this large and important task as teachers and other school staff have regular contact with children and are often seen as trusted adults by children including those in the Early Years Foundation Stage (EYFS). It is not surprising therefore that a significant number of disclosures from children come to professional people who work in schools.
- 1.3 The most recent surveys suggest that as many as 1 in 6 children are abused and that 1.5% of all children suffer significant harm as the result of abuse.

2.0 The Children Act 1989

- 2.1 Section 87 of this act: "safeguard and promote the welfare of children accommodated in schools."
- 2.2 Section 2.2 Guidance: Schools should "develop working arrangements to integrate school practice into locally established child protection procedures."
- 2.3 Section 2.4.1: Schools need to be concerned with "the health, happiness, and proper physical, intellectual, emotional, social and behavioural development of the child as well as protecting him against the risk of suffering significant harm or neglect"
- 2.4 Section 2.6: There should be a member of staff nominated specifically for liaison with the social services over welfare matters.
- 2.5 Section 3.1.4: Staff need to understand the principles and procedures for the care of pupils so that they can respond to a child with confidence.
- 2.6 Section 3.1.5: New and inexperienced staff should have planned induction, which includes principles and procedures that the school operates.
- 2.7 Section 3.1.7: All staff need to be made aware of the indicators of child abuse and the procedure for dealing with this.
- 2.8 Section 3.3.2: A detailed note is to be made when abuse is alleged and the social services must be informed at once.

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3.0 Statement of the School's commitment to Safeguarding

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. As a school we are committed to safeguarding and promoting the welfare of all of our pupils.

The actions that we take to prevent harm; to promote wellbeing; to create safe environments; to educate on rights, respect and responsibilities; to respond to specific issues and vulnerabilities all form part of the safeguarding responsibilities of the school. As such, this overarching policy will link to other policies which will provide more information and greater detail.

3.1 There are 3 main elements to our policy:

- a. Prevention through teaching and awareness of abuse in all areas of the school (including the EYFS curriculum), the pastoral support offered to pupils and the safe recruitment and training of staff.
- b. Procedures for identifying and reporting cases or suspected cases of a child being, or at risk of being abused (Section 47) or a child in need (Section 17).
- c. Support to pupils who may have been abused or are in need.

3.2 Our policy applies to all staff governors and volunteers working in the school. All staff and governors are issued with a current copy of Keeping Children Safe in Education Part I and it is a requirement that they sign to confirm this.

3.3 In order for the School to keep an up-to-date status of all staff it is a requirement to sign an annual declaration to confirm the following:

1. Current full name and address
2. Current conviction status
3. Any changes to medical conditions that may affect working with children
4. Receipt and understanding of KCSIE
5. Current safeguarding protection training status
6. Confirmation that the member of staff or volunteer working in EYFS or wrap-around care for U8s are not personally Disqualified under the Childcare Act 2006 amended 2018

All staff, including temporary staff and volunteers, will be provided with induction training that includes a hard copy of the following:

1. The school's Safeguarding & Child Protection Policy (PG9);
2. The code of conduct for staff (SG 4) including the whistleblowing policy (HG15);
3. The identity of the designated safeguarding lead (DSL) person and their deputy;
4. A copy of Part I of KCSIE;
5. A copy of KCSIE Annex A;
6. A copy of the pupil behaviour policy (PG7);
7. A copy of the Acceptable Use Policy Staff IT and Mobile Phones (SG14)
8. The School's safeguarding response to children missing education (PG19)

4.0 Prevention

4.1 We recognise that high-esteem, confidence, supportive friends and good lines of communication with a trusted adult can help prevention.

4.2 The school will therefore endeavour to:

- a. Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to. Pupils are encouraged to talk through form time, PSHE, School Council, House Meetings, School's Independent Listener, to individual staff or pastoral team. "Are you worried or anxious?" posters signpost all of the above and also to ChildLine and the Children's

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- Commissioner. Boarding pupils have all of the above opportunities to talk plus Chat Time and access to House Parents or Boarding Staff as well as all of the above.
- b. Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
 - c. Include in the curriculum, activities and opportunities for PSHE and Citizenship, and in the Early Years, personal and emotional development which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help.
 - d. Include in the curriculum, material which will help children develop realistic attitudes to the responsibility of adult life, particularly with regard to child care and parenting skills.

5.0 Procedures

- 5.1 The school will follow the procedures set out by Hampshire LSCB / Safeguarding Partners.

These can be viewed at

<http://www.hampshiresafeguardingchildrenboard.org.uk/practitioners-child-process.html> and other local safeguarding children boards and guidance contained within the document "What to do if you are worried a child is being abused" (copy kept in school and available in the staff Handbook).

- 5.2 The school will ensure that it has a Designated Safeguarding Lead who has undertaken training and acknowledge the level of support required by that post holder. This post with responsibility, to be known as the DSL, will require training updates at not more than two year intervals provided by the local services training department or an external welfare agency approved by the local safeguarding children board.
- 5.3 All Governors will know the name of the DSL and the DSL responsible for EYFS, understand the role and appreciate their own responsibility for referring child protection concerns. Governors must also be aware of the procedures laid down in this policy. Governors, the Headmaster and all staff will receive regular child protection training at intervals of not more than three years provided by the local services training department or an external welfare agency approved by the local safeguarding children board. This training is recorded centrally.
- 5.4 All staff will be made aware of the need to be alert to the signs of abuse, children missing education and how to respond to a pupil who may tell of abuse.
- 5.5 All staff have received training from local services or external welfare agencies on online safety, Prevent Duty and the risks of radicalisation and how to identify pupils at risk.

The DSL Team have received training on Prevent Duty and anti-radicalisation and will provide support and training to staff which will be supplemented by external bodies where required, such as **Channel** or Children's Social Care.

Hampshire Prevent Duty Safeguarding Team: 0300 555 1384

Anti-Terrorist Hotline: 0800 555 111

- 5.6 Parents will be made aware of the responsibility placed on the school and its staff in relation to child protection.
- 5.7 The school will provide child protection training for all staff at induction and at intervals of not more than three years (this will include all staff and volunteers working on site i.e. support staff and visiting teaching staff). The principle DSL's will not exceed two years between training updates.
- 5.8 The school will work to develop effective links with relevant agencies and co-operate as

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required with enquiries regarding child protection matters and will attend case conferences, core groups and review conferences.

- 5.9 Written records will be kept securely about concerns. Notes will include dates, incidents, responses and signatures even if outside agencies do not become involved. All relevant staff are trained to manage a report of child on child sexual violence or sexual harassment.
- 5.10 The school will adhere to procedures and advice laid down by the Hampshire Local Education Authority and Safeguarding Children's Board when an allegation is made against a member of staff.
- 5.11 The school has, and will adhere to, a policy of checks prior to appointment in accordance with KCSIE. See also recruitment policy (HG 1). Where outside organisations are employed, assurances will be sought that the organisation carries out all statutory checks as required by current legislation. The school will not knowingly employ people to work in childcare or allow them to be directly concerned in its management, if they or others who live or work in their households are "disqualified". In addition, visiting speakers, which might fall within the scope of The Prevent Duty will be suitably and appropriately supervised and where necessary additional checks will be made. Any additional checks under this duty will be added to the Single Central Register.
- 5.12 The Pastoral and Compliance Sub-Committee has been appointed to have responsibility for safeguarding matters and will ensure that this policy and actions associated with it are efficiently actioned and reviewed annually. Any deficiencies or weaknesses will be rectified immediately.
- 5.13 The school will ensure that the duty of care towards pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards. (See guidance for staff at the end of this policy)
- 5.14 Whenever an allegation or disclosure of abuse has been made, the DSL will communicate readily with the local safeguarding agency or DESIGNATED OFFICER OR TEAM OF OFFICERS. All allegations or suspicions of abuse by adults working with children will be discussed with the DESIGNATED OFFICER OR TEAM OF OFFICERS, the school will not, in isolation make decisions on borderline cases.
- 5.15 As a requirement, the school will report any member of staff or volunteer who leaves the school due to reasons of unsuitability to work with children, to the DBS promptly after employment ceasing. In EYFS or Boarding, the school will inform ISI 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.
- 5.16 If an allegation is made against a resident member of staff, alternative accommodation will be found if the member of staff is suspended pending an investigation of a child protection nature.

6.0 Order of Procedure in the Case of Suspected Abuse or a Child in Need or a disclosure.

- 6.1 Any person suspecting abuse or a child in need in any part of the school (including EYFS Child's key person and Boarding staff) will: notify the DSL and (usually the Headmaster) or the reserve DSL who will be responsible for liaising with local agencies if necessary. The former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches. Where required, outside agencies will

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normally be contacted within 24 hours. The Deputy Headmaster, Nicholas Roddis, is the DSL (Level 3), Sarah Hall (Level 3) Deputy DSL responsible for EYFS, Headmaster, Chris Ward, Director of Studies, Craig Boyce and Head of Boarding, Liz Alway have also received Level 3 training. Should Nicholas Roddis not be the appropriate person to deal with the incident i.e. allegations against the Headmaster, the Chair of Governors, Mr Kevin Murphy must be contacted and he will liaise with the governor with responsibility for Safeguarding, Mrs Gill Sommers..

In the case of serious harm or if FGM is suspected, the police should be contacted from the outset.

Overview of Early Years register of concern

- 6.2 EYFS staff are expected to register any concerns they may have about a child in the Early Years central safeguarding diary and to complete the register indicating the day and date the concern was raised. A named member of the EYFS staff has responsibility for the EYFS central safeguarding diary and will audit it weekly, reporting any patterns or significant concerns to Sarah Hall, the EYFS DSL, who will advise and note any action required. The EYFS central safeguarding diary together with any other appropriate school safeguarding records will also be shown to Gill Sommers, Governor responsible for safeguarding or delegated to the attending governor at each pastoral meeting.
- 6.3 In all suspected cases a social report form will be completed or a register of events will be started/ added to.
- 6.4 The safeguarding staff will then advise you of your next course of action and inform any other relevant people/agencies.
- 6.5 You may at this stage be asked to keep the child monitored and any changes in the child should be recorded.
- 6.6 AT NO TIME SHOULD YOU DIRECTLY QUESTION THE CHILD OR APPROACH THE PARENTS OR ANY OTHER MEMBERS OF THE FAMILY UNLESS INSTRUCTED TO DO SO.**

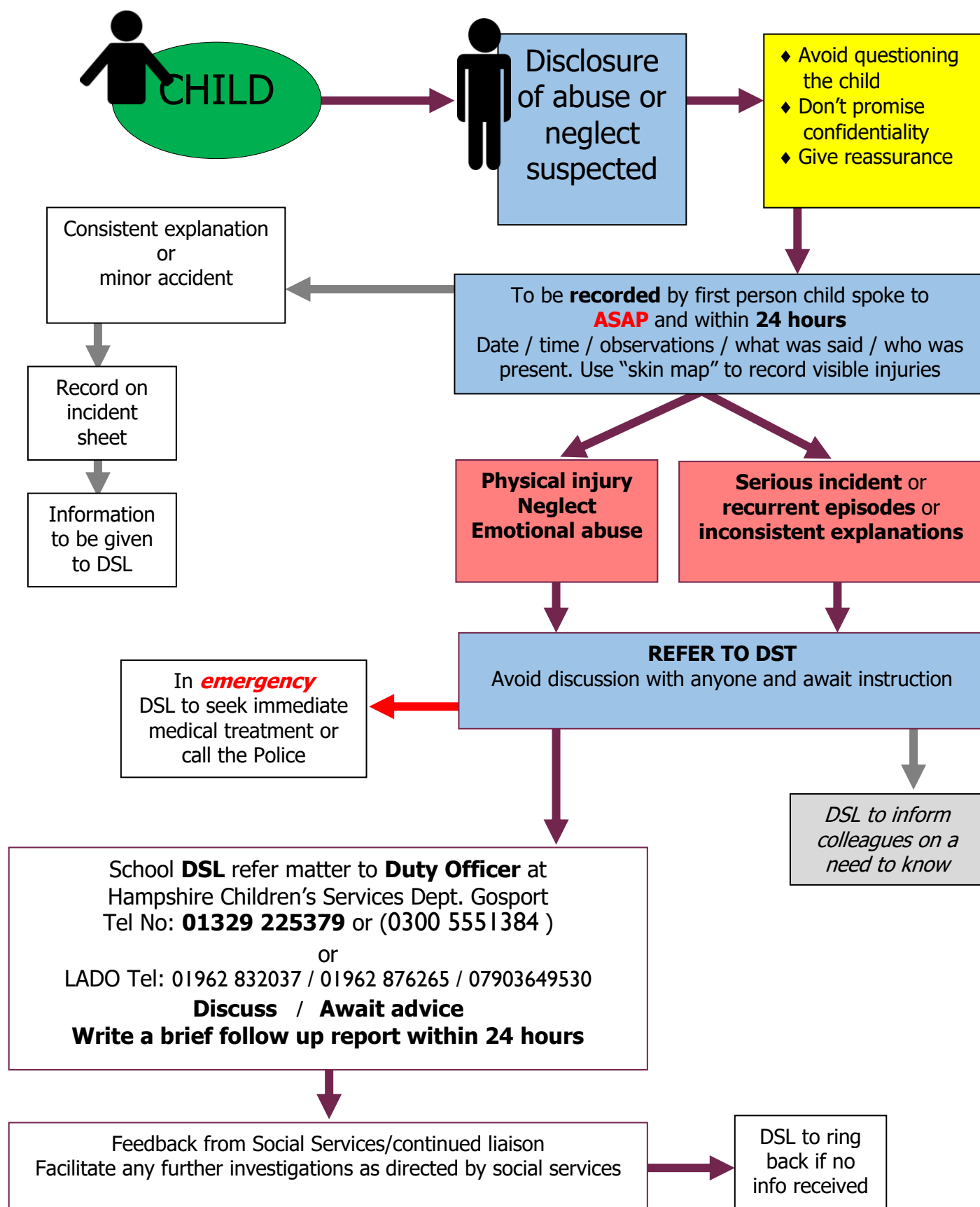
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Child Protection Flow chart for staff to follow if a concern is raised

DSL – Designated Safeguarding Lead - Mr Nicholas Roddis

Deputy DSL – Mrs Sarah Hall responsible for EYFS

DSL Team – Chris Ward, Liz Always, Craig Boyce and Gill Sommers (Governor)



7.0 Supporting the Pupil at Risk.

- 7.1 The school recognises that children who are abused or in need or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame.
- 7.2 This school may be the only stable, secure and a predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- 7.3 The school will endeavour to support the pupils to ensure they receive the right help at the right time to address risks and prevent issues escalating. The school recognises the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction. This includes:
- The content of the curriculum to encourage self-esteem and self-motivation.
 - Provide a listening ethos which promotes a positive, supportive and secure environment which gives pupils a sense of being valued and provides early help.
 - Emphasising the importance of supporting vulnerable pupils. All staff will adopt a consistent approach which focuses on the behaviour of child but does not damage self-worth.
 - Liaison with other agencies who support the pupil such as social services, child and adolescent mental health services, the educational psychology services and education welfare service.
 - Keeping records and notifying the appropriate agency of the recurrence of concern.
- 7.4 When a child on the child protection register leaves the school, relevant information will be transferred to the new school. If necessary the safeguarding professional will be contacted. Any notes will be sent directly to the new school's DSL in a separate package and will not be included with any general information sent.
- 7.5 The School will notify *Hampshire Children Missing Education Tracking Officer* (cme@hants.gov.uk) and copy in the local authority where the pupil is normally resident when a pupil is added or removed from the admissions register at non-standard transitions, i.e. where a compulsory school-aged child leaves the school before completing the school's final year or joins the school after the beginning of the school's first year.
- 7.6 The School will notify the local authority when a pupil fails to attend school regularly or is absent without leave for more than 10 school days (continuous).
- 7.7 The School will, 'where reasonably possible', hold more than one emergency contact number for each pupil.

8.0 Bullying

- 8.1 The school's policy on bullying is clear and both children and parents receive regular reminders of the main facets of this policy and advice on avoiding bullying. Refer to the School Anti-Bullying policy (PG8 BH22)

Peer on Peer abuse

- 8.2 All staff should be alert to the risk of peer on peer abuse and understand their role in preventing, identifying and responding to it. Staff should know that children are capable of

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abusing their peers. They should never dismiss abusive behaviour as a normal part of growing up, 'banter' or 'just having a laugh', and should not develop high thresholds before taking action. Abuse is abuse and peer on peer abuse should be taken as seriously as abuse by adults.

What is peer on peer abuse?

For these purposes, peer on peer abuse is any form of abuse perpetrated by a child towards another child. Peer on peer, including abuse of a gendered nature is any form of physical abuse, sexual violence, sexual harassment emotional, online abuse, rituals, initiations or hazing, youth produced sexual imagery (sexting), psychological , upskirting and financial assault or harassment, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). Such abuse, including pranks and banter, innuendo and more serious harassment or assault, which may cause pain, anxiety or humiliation to another pupil will not be tolerated and serious incidents will be treated as child protection concerns.

Any mistreatment of a child, no matter who the perpetrator is or how old they are, should be managed according to the principles laid down in Section 6 of this document or the Anti-Bullying policy, whichever is the more appropriate. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being "at risk".

What role does gender play?

Peer on peer abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence.

When does behaviour become abusive?

It can be difficult to distinguish between abusive behaviour, which should be dealt with in accordance with the procedure set out below, and behaviour which does not constitute abuse, such as low level bullying (where the school's Anti-Bullying Policy should be followed) or age appropriate sexual experimentation.

Factors which may indicate that behaviour is abusive include:

- a) where it is repeated over time and/or where the perpetrator intended to cause serious harm:
- b) where there is an element of coercion or pre planning and
- c) where there is an imbalance of power, for example, as a result of age, size, social status or wealth.

This list is not exhaustive and staff should always use their professional judgment and discuss any concerns with the DSL.

How can I identify victims of peer on peer abuse?

Identifying peer on peer abuse can be achieved by being alert to children's well-being and to general signs of abuse. Signs that a child may be suffering from peer on peer abuse overlap with those relating to other types of abuse – see indicators of abuse, earlier in this document.

Signs can include:

- a) failing to attend school, disengaging from classes or struggling to carry out school related tasks to the standard you would ordinarily expect.
 - b) physical injuries.
 - c) having difficulties with mental health and/or emotional wellbeing.
 - d) becoming withdrawn, shy, experiencing headaches, stomach aches, anxiety, panic attacks, suffering from nightmares or lack of sleep or sleeping too much.
 - e) drugs and/or alcohol use.
 - f) changes in appearance and/or starting to act in a way that is not appropriate for the child's age.
- This list is not exhaustive and the presence of one or more of these signs does not necessarily

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indicate abuse.

Are some children particularly vulnerable to abusing or being abused by their peers?

Any child can be affected by peer on peer abuse and staff should be alert to signs of such abuse amongst all children. Research suggests that:

- a) peer on peer abuse is more prevalent amongst children aged 10 and older, although it also affects younger children, including by way of harmful sexual behaviour.
- b) children who are particularly vulnerable to abuse or to abusing others include those who have (i) witnessed or experienced abuse or violence themselves; (ii) suffered from the loss of a close family member or friend; or (iii) experienced considerable disruption in their lives.
- c) children with SEN/D are particularly vulnerable to both abuse and peer on peer abuse.

How prevalent is peer on peer abuse?

Recent research suggests that peer on peer abuse is one of the most common forms of abuse affecting children in the UK. For example, more than four in ten teenage schoolgirls aged between 13 and 17 in England have experienced sexual coercion (Barter et al 2015). Two thirds of contact sexual abuse experienced by children aged 17 or under was perpetrated by someone who was also aged 17 or under (Radford et al 2011) and over a third of young boys in England admitted to watching porn and having negative attitudes towards women (University of Bristol and University of Central Lancashire, 2015).

What should I do if I suspect either that a child may be being abused, or that a child may be abusing others?

If a member of staff thinks for whatever reason that a child may be at risk of abuse from another child or young person, or that a child may be abusing others, the member of staff should report their concern to the DSL without delay in accordance with this policy. If a child is in immediate danger, or at risk of harm, a referral to Children's Social Care and/or the police should be made immediately.

How will the DSL respond to concerns of peer on peer abuse?

The DSL will discuss the behaviour with the member of staff and will, where necessary, take any immediate steps to ensure the safety of the victim(s) or any other child. Where the DSL considers or suspects that the behaviour might constitute abuse, Children's Social Care will be contacted immediately and, in any event, within 24 hours of the DSL becoming aware of it. The DSL will discuss the incident with Children's Social Care and agree on a course of action, which may include (a) taking any steps to ensure the safety and wellbeing of any children affected; (b) further investigation; (c) referral to other agencies such as the police (where a crime may have been committed), CAMHS, a specialist harmful sexual behaviour team and/or youth offending services.

Any response should be decided in conjunction with Children's Social Care and other relevant agencies and should:

- investigate the incident and the wider context and assess and mitigate the risk posed by the perpetrator(s) to the victim(s) and to other children;
- consider that the abuse may indicate wider safeguarding concerns for any of the children involved
- treat all children (whether perpetrator or victim) as being at risk - while the perpetrator may pose a significant risk of harm to other children, s/he may also have considerable unmet needs and be at risk of harm themselves;
- take into account the complexity of peer on peer abuse and of children's experiences and consider the interplay between power, choice and consent. While children may appear to be making choices, if those choices are limited, they are not consenting
- take appropriate action in respect of the perpetrator – any action should address the abuse, the causes of it, attitudes underlying it and the support that may be needed if the perpetrator is

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at risk. Factors to consider include: the risk the perpetrator(s) poses and will continue to pose to other children, their own unmet needs, the severity of the abuse and the causes of it. Disciplinary action may be appropriate, including (a) to ensure that the perpetrator takes responsibility for and realises the seriousness of his or her behaviour; (b) to demonstrate to the perpetrator and others that abuse can never be tolerated; and (c) to ensure the safety and wellbeing of the victim and other children in the school. Permanent exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the victim(s) and other children in the school Safeguarding and Child Protection Policy and Procedure 33 September 2018

- provide on-going support to victim(s) including by (a) ensuring their immediate safety; (b) responding promptly and appropriately to the abuse; (c) assessing and addressing any unmet needs; (d) following the procedures set out in this Safeguarding Policy (including where the child is in need of early help or statutory intervention); (e) monitoring the child's wellbeing closely and ensuring that s/he receives on-going support from all relevant staff members within the school; (f) engaging with the child's parents and any external agencies to ensure that the child's needs are met in the long-term
- consider the lessons that can be learnt from the abuse and put in place measures to reduce the risk of such abuse recurring. This may include, for example: gender and equalities work, work around school safety, security and supervision, awareness raising for staff, students and parents about a particular form of abuse, training for staff on handling certain types of incidents or abuse.

How does the school raise awareness of, and reduce the risk, of peer on peer abuse?

Staff are trained on the nature, prevalence and effect of peer on peer abuse, how to prevent, identify and respond to it. The school actively seeks to prevent all forms of peer on peer abuse by educating students and staff, challenging the attitudes that underlie such abuse, encouraging a culture of tolerance and respect amongst all members of the school community, and responding to all cases of peer on peer abuse and any cases of bullying (no matter how trivial) promptly and appropriately.

Children are educated about the nature and prevalence of peer on peer abuse via PSHE, they are told what to do if they witness or are victims of such abuse, the effect that it can have on the victims and the possible reasons for it, including vulnerability of the perpetrator. They are regularly informed about the school's approach to such issues, including its zero tolerance policy towards all forms of bullying and peer on peer abuse.

9.0 Physical Intervention

- 9.1 The school has a policy concerning physical intervention (Restraint Policy PG 11), which is reviewed every 9 terms.

10.0 Allegations against staff/volunteers/Headmaster

This guidance should be followed where it is alleged that anyone working in the School that provides education for children under the age of 18 years of age, including supply teachers and volunteers has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

- 10.1 If an allegation is made against a member of staff or volunteer the situation will be dealt with by the DSL (Deputy Headmaster) and, if appropriate, the Governor with responsibility for

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Safeguarding. Should the DSL (Deputy Headmaster) be involved in the complaint, he will be precluded from involvement. Should the allegation be made against the DSL (Deputy Headmaster), the member of staff will take the issue directly to the Deputy DSL. If the Deputy DSL is absent the member of staff should immediately report the issue to the Chairman of Governors.

Should the allegation be against the Headmaster, the Deputy DSL or their reserve will immediately inform the Chairman of Governors who will liaise with the DESIGNATED OFFICER OR TEAM OF OFFICERS. The DESIGNATED OFFICER OR TEAM OF OFFICERS 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 DESIGNATED OFFICER OR TEAM OF OFFICERS 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. GDPR cannot be allowed to stand in the way of safeguarding pupils.

The School will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The School will give due weight to the views of the DESIGNATED OFFICER OR TEAM OF OFFICERS and to the policy when making a decision about suspension.

If either situation arises or the Chairman of Governors is unavailable, the Governor with responsibility for Safeguarding and Child Protection will be immediately informed. In a case of serious harm, the police should be contacted from the outset.

- 10.2 Appropriate agencies will be informed at the earliest opportunity (not longer than 1 working day) and their advice/procedures followed. In borderline cases discussions with the DESIGNATED OFFICER OR TEAM OF OFFICERS can be held informally and without naming the school or individual.
- 10.3 It should be remembered that the school has a duty of care to all parties involved including the member/s of staff concerned and should be dealt with without unnecessary delays.
- 10.4 Should an allegation be made against a resident member of staff and that member of staff is suspended from duty, arrangements will be made for that member of staff to be accommodated away from the pupils
- 10.5 As in all cases covered by this policy and subject to 10.2 above, care should be taken to ensure that all actions are proportionate and in line with the guidance of the Local Safeguarding Children's board.
- 10.6 From 1 October 2012, there have been restrictions on the reporting or publishing of allegations against teachers and so West Hill Park will 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/Teacher Regulations Agency (TRA) publish information about an investigation or decision in a disciplinary case.

11.0 Guidance

- 11.1 The following pages give advice to staff on recognising signs of abuse and how to deal with different aspects of child protection. This section includes a section on the signs and symptoms of abuse; **it must be appreciated that a number of these signs usually need to be**

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present before concern is raised with outside agencies. Many of the signs are seen in children every day and can be caused by normal emotions and non-abuse related incidents. Always try to see patterns. Age can also be a factor in identifying normal/abnormal behaviour.

11.2 The following topics are covered

- | | |
|---|--|
| <ul style="list-style-type: none"> a. Categories and indicators of abuse b. Managing disclosure c. Making a referral d. Child protection records e. Guidelines for safe working practice | <ul style="list-style-type: none"> f. Flow diagram for procedure in cases of suspected abuse g. Skin maps for use in reporting physical signs of abuse (NB staff should only view parts of a child's body which are normally visible) |
|---|--|

11.2a Categories/Definitions of Abuse including those with SEN/D ANNEX A

The current *Keeping Children Safe in Education* ANNEX A document defines the types of abuse and neglect as:

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. They may be abused by an adult or adults or another child or children. Witnessing domestic violence or being victim is a form of 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.

11.2b Possible Signs of Sexual Abuse

Children under the age of five may:

- Become insecure or cling to parent in fearful way
- Have repeated unexplained tantrums
- Show extreme fear of a particular person
- Cry hysterically when their nappy is changed
- Become hysterical when clothing is removed, particularly underclothes
- Have some physical signs in the genital regions
- Have soreness or bleeding in the throat, anal or genital areas
- Regress to a much younger behavioural pattern
- Behave in a way sexually inappropriate to their age, being obsessed with sexual matters as opposed to normal exploration
- Stare blankly, seem unhappy, confused, sad
- Repeat obscene words or phrases said by the abuser
- Become withdrawn, stop eating, have chronic nightmares, begin wetting again when previously dry
- Play out sexual acts in too knowledgeable way with dolls or other children
- Produce drawings of sex organs, such as, an erect penis
- Stop enjoying activities with other children, such as stories or games
- Seem to be bothered or worried, but won't tell why as if keeping a secret
- Change from being happy and active to being withdrawn and fearful
- Say repeatedly that they are bad, dirty or wicked
- Become aggressive and hurtful
- Act in a sexually inappropriate way towards adult

Children from ages of five to twelve may:

- Hint about secrets they cannot tell
- Say that a friend has a problem
- Ask if you will keep a secret if they tell you something
- Begin lying. Stealing, blatantly cheating in the hope of being caught
- Have unexplained sources of money
- Have terrifying dreams
- Start wetting themselves
- Exhibit sudden inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities, such as music, sports, art, scouts or guides, going to summer camp, gym club.
- Be reluctant to undress for gym
- Become fearful of or refuse to see certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Act in a sexual way inappropriate to their age
- Draw sexually explicit pictures depicting some act of abuse.
- Seem to be keeping secret something which is worrying them
- Have urinary infections, bleeding or soreness in the genital or anal areas
- Have soreness or bleeding in the throat
- Have chronic ailments, such as stomach pains or headaches
- Take over the parent role at home, seem old beyond their years (if a victim of incest)
- Become severely depressed, even attempt suicide
- Have a poor self-image, self-mutilate
- Continually run away
- Regress to younger behaviour, such as thumb-sucking, surrounding themselves with previously discarded cuddly toys
- Show discomfort when walking
- Say that they are no good, dirty, rotten
- Be wary, watchful
- Repeat obscene words or phrases which may have been said in the abuse
- Attempt to sexually abuse another child
- Talk or write about sexual matters
- Find excuses not to go home or to a friend's house after school (places where abuse may be happening)
- Act in a sexually inappropriate way

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towards adults

Young people from the age of twelve onwards may:

- Be chronically depressed
- Be suicidal
- Use drink or drugs to excess
- Self mutilate, show self-hatred
- Have unexplained pregnancies
- Experience memory loss
- Become anorexic or bulimic
- Run away frequently
- Be inappropriately seductive
- Be fearful about certain people like relatives or friends
- Assume the role of parents in the house to such an extent that they do all the cooking, cleaning, child-minding and are taking care of everyone's needs except their own.
- Not to be allowed to go out on dates of have friends around
- Have soreness/bleeding in the genital or anal areas or in the throat
- Find excuses not to go home or to a particular place
- Have a recurring nightmare/be afraid of the dark
- Be unable to concentrate, seem to be in a world of their own
- Have 'a friend who has a problem' and then tell you about the abuse of a friend
- Have chronic ailments such as stomach pains and Headaches
- Sexually abuse a child, sibling or friend
- Exhibit a sudden change in school/work habits, become truant
- Be withdrawn, isolated, or excessively worried
- Have outbursts of anger or irritability
- Be fearful of undressing for gym
- Have unexplained sums of money
- Act in a sexually inappropriate way towards adults

Youth Produced Sexual Imagery (Formerly known as sexting)

The UK Council for Child Internet Safety (UKCCIS) guidance 'Sexting in Schools and Colleges; Responding to incidents and safeguarding young people' defines YPSI as when:

- a person under the age of 18 creates and shares sexual imagery of themselves with a peer under 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 18.

Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal, including oneself, if under 18. The School's response to these incidents will be guided by the principle of proportionality and the School's primary concern at all times is the welfare and protection of the young people involved.

Any concern should be reported immediately to the DSL in the normal way who will report and discuss the matter with the Headmistress. A decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that she has enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and school sanctions framework. If a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the school to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, should generally be referred to the police and/or children's social care.

An immediate referral to police and/or children's social care will be made at the initial stage if:

- The incident involves an adult.
- There is 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 educational

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needs).

- The imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The imagery involves sexual acts and any pupil in the imagery is under 13.
- There is reason to believe a pupil is at immediate risk of harm as a result of the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

11.2.c Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Unexplained repeated tantrums
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away

11.2.d Possible Signs of Emotional Abuse

- Physical, mental health and emotional development lags
- Cognitive or attention problems
- Social disadvantage
- Admission of punishment which appears excessive
- Being forced to believe in magic or the supernatural through faith abuse
- Over-reaction to mistakes
- Inappropriate emotional responses to situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb-sucking)
- Self-mutilation
- Unexplained repeated tantrums
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing

11.2.e Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Unexplained repeated tantrums
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Destructive tendencies
- Low self-esteem
- Neurotic behaviour (e.g. rocking, hair-twisting, thumb-sucking)
- No social relationships
- Compulsive stealing
- Scavenging for food and clothes

11.2.f Possible signs of Female Genital Mutilation FGM

- Difficulty walking, sitting or standing and may even look uncomfortable
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Frequent urinary, menstrual or stomach problems
- Prolonged or repeated absences from school
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- Reluctance to undergo a normal medical examination
- Confiding in a professional
- Asking for help, but may not be explicit about the problem due to embarrassment or fear

- Talking about pain or discomfort between her legs

11.2.g Possible signs of Child Sexual Exploitation CSE, Violence against Women and Girls (VAWG) and Children Missing Education

- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part in education
- Becoming part of a gang
- Secretive use of mobile phones – including sexting
- Appearing with unexplained gifts or new possessions
- Unexplained repeated tantrums
- Associating with other young people
- Involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Mood swings or changes in emotional wellbeing
- Drug and alcohol misuse
- Displaying inappropriate sexualised behaviour

11.2.h Possible signs of Hate or Extremism or Radicalisation

- Out of character changes in dress, behaviour and changes in their friendship group
- Losing interest in previous activities and friendships
- Secretive behaviour and switching screens when you come near.
- Owning mobile phones or devices you haven't given them
- Showing sympathy for extremist causes
- Advocating extremist messages
- Glorifying violence
- Accessing extremist literature and imagery
- Showing a mistrust of mainstream media reports and belief in conspiracy theories
- Appearing angry about governmental policies, especially foreign policy

11.2.i Possible signs of Children missing from Home or Care or Missing Education

- Failure to start appropriate provision and never enter the system
- Stopped attending, due to illegal exclusion or withdrawal by parents/carers
- Failure to complete transitions between schools
- Children from refugee and asylum seeking families
- Children from families who are highly mobile
- Children at risk of a forced marriage
- Children experiencing abuse and neglect

11.2.j Domestic Violence

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse may encompass, but is not limited to:

- Psychological problems
- Physical aggression
- Sexual understanding that is not age appropriate
- Emotional problems
- Imitating controlling behaviour with peers
- Imitating coercive behaviour with peer

11.2.k Honour Based Abuse (HBA)

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 doubt staff should speak to the DSL.

11.2.J Sexual Violence and Sexual harassment between Children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can

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also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate.

West Hill Park School makes it very clear to pupils and staff that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Any reports of abuse involving children, especially those with SEND, will require close liaison with the Designated Safeguarding Lead (or deputy) and the SENCO and all staff are trained on reporting procedures.

11.2.m Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. West Hill Park 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, they follow the guidelines of reporting and also inform the designated safeguarding lead or a deputy.

West Hill Park has two trained Mental Health First Aiders and they will signpost towards appropriately trained professionals to make any diagnosis of a mental health problem.

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

For further information on these and other forms of abuse please refer to page ANNEX A of Keeping Children Safe in Education.

Further information can also be obtained from www.nspcc.org.uk

Staff are made aware of all forms of abuse and are clear in their duty to report ANY concerns that they may have to the DSL or relevant agency.

11.3.a Managing Disclosure

Teachers have a vital role to play in both the prevention and detection of abuse. Detection of abuse often depends in the first instance, on suspicion. Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with pupils. School staff may well be the first to suspect that something is amiss when an individual behaves atypically, withdraws from social contacts with others, exhibits anxiety or stress symptoms in school, appears unusually distressed, confused or disturbed.

It is, of course, absolutely critical that all staff are aware of the procedures adopted by

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the school, key staff to be informed, and the LA's child protection procedures, when disclosures of abuse are made. All staff are trained to manage disclosures, including child on child sexual violence or sexual harassment.

A wide range of possible situations can fall into the category of a 'disclosure'. Because it is impossible to know in advance what a child will say, it is advisable to follow the suggestions outlined below. Children will probably tell you about incidents involving bullying or bribes perhaps from peers. However, children who live in abusive situations, commonly ask teachers for help with minor anxieties. It can be a way of seeking out a safe situation in which to confide a major concern.

11.3.b. Sharing the Secret

Children 'tell' in many different ways – through their behaviour, play and creative work, as well as direct disclosure. Young children are more likely to confide, but the lack of language inhibits this. Older children feel that the abuse sets them apart. No-one ever talks about the possibility of incest, for example, which can add to his or her guilt and confusion. Abused children and adults often reveal that they believed they were the only ones to have endured this experience. Our treatment of the issue may collude in this conspiracy of silence and keep victims isolated.

Pupils are encouraged to talk and have opportunities through form time, PSHE, School Council, House Meetings, to the School's Independent Listener, to individual staff or the pastoral team. Are you worried or anxious posters signpost all of the above and also to ChildLine and the Children's Commissioner. Pupils have the opportunity to report via the online reporting software DNA.

Boarding pupils have all of the above opportunities to talk plus Chat Time and access to House Parents or Boarding Staff.

11.3.c It is important to remember:

- Most children make some attempt to 'tell' in the early stages of abuse. Often they are not heard. They may never tell again.
- Sexual abuse of a young child within a family only ends when the secret is told. Such abuse can be ongoing over many years. It is rarely a one off event.
- No-one really wants to hear that a child is being abused, but unless someone hears, the abuse goes on.
- Children react in different ways to the same home circumstances. If one child causes concern it is important to discuss the behaviour of other children in the family.

Staff need to share concerns with other staff, monitoring small incidents and be ready to listen to children's problems.

It is not, however, the responsibility of teachers and other staff to investigate suspected abuse.

Care must be taken in asking and interpreting children's responses to questions about indications of abuse.

Staff should not ask the child leading questions as this can later be interpreted as putting ideas into the child's mind.

The chief task is to listen to the child and not interrupt if he or she is freely recalling significant events and to make a note of the discussion to pass on to the designated member of staff. The note should record the time, date, place and people who were present, as well as what was said.

STAFF IN SCHOOL SHOULD NEVER GIVE UNDERTAKINGS OF ABSOLUTE

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CONFIDENTIALITY TO A PUPIL.

Extra care should be taken to interpret correctly apparent signs of abuse and neglect in children with SEND. Schools should try to create an atmosphere in which pupils with SEND feel confident and able to discuss these matters.

11.3.d When a child 'tells'

If a child discloses directly, remember that it has taken a lot of courage to get to this point and your response is crucial. The child has chosen you as someone they trust.

- **Listen seriously:** Abused children are often threatened by the perpetrator that they will not be believed. Listen without value judgements and show the child that you take their problem seriously. Tell the child that you believe him/her. Choose a place to talk where you will not be interrupted.
- **Reassure the child:** The threats that children live under to keep the secret are very powerful and they will be frightened of the consequences of telling. Reassure the child they have done the right thing. Tell them they are not to blame. Offer ongoing support.
- **Empathise:** Don't tell the child how they should feel. Validate their feelings and just listen. Avoid asking questions but feedback what they say if you need to respond verbally.

Following a disclosure, you need to immediately talk to the designated safeguarding staff and complete a written record. (Refer to recording section)

SUMMARY

- Listen carefully to what is said
- Ask only open questions such as: how did that happen? What was happening at the time? Anything else you want to tell me?
- Do not ask questions which may be considered as suggesting what might have happened, or who has perpetrated the abuse
- Do not force the child to repeat what he/she said in front of another person
- Do not promise to keep the information secret: breaking a child's confidence would be inappropriate, it is better to say that you might have to tell someone
- Make notes of the details of the disclosure using the child's words where possible

12 Making a referral

Safeguarding is everyone's responsibility and ANYONE can make a referral to Children's Social Care

12.1 When a member of staff has reported a case of suspected abuse, disclosure or child in need concern to the DSL, that officer should refer the case to, or discuss it with the investigating agencies.

If the DSL is unsure about whether a case should formally be referred, they should seek advice from

- the **'Local Authority's Designated Officer' (DESIGNATED OFFICER OR TEAM OF OFFICERS) for Child Protection (Tel: 02392 84 1220 / 01962 876265 / 023 8091 5443)** or
- the **Hampshire Children's Services department (Tel: 02392 839111 / 0845 603 5620).**
- Where the DSL is not the Headmaster, he/she should normally keep the Headmaster informed of a case.

12.2 When making referrals regarding a child concern, (whether they are in need of support or protection) to an outside agency, the DSL should ensure that they have, where appropriate and safe to do so, discussed their concerns with parent(s)/person(s) with parental responsibility/young person and sought their agreement to make a referral.

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The only exceptions to this would be where seeking parental consent would put a child at further risk of abuse/significant harm.

12.3 If consent to refer is not given, the DSL should consult with the DESIGNATED OFFICER OR TEAM OF OFFICERS, who will assist in ascertaining whether the threshold for child protection enquiries has been met, or whether any further action should be taken by the referring agency or themselves.

12.4 When making a referral the DSL should state to the DESIGNATED OFFICER OR TEAM OF OFFICERS or SSD team member that he/she wishes to make a child protection referral. The following information may be required:

- Child's full name
- Date of birth
- Home address and telephone number
- Parents/carers name(s)
- Child's GP
- Details of the reason for the referral
 - *the context and time
 - * the sequence of events/concerns
- * the child's actual words if possible
- * any previous concerns
- Your name and position
- School name and address
- School telephone number
- Whether parents/carers have been notified of the referral/permission sought.

12.5 A referral should be made as soon as possible after concerns have been raised, and always during the same working day. Telephone referrals should always be followed up by a written referral, a copy of which should be sent under confidential cover to the DESIGNATED OFFICER OR TEAM OF OFFICERS.

12.6 The Headmaster will make a referral to the Teacher Regulations 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. Unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence may also lead to such a referral.

13. Child Protection Records

13.1 Keeping Records

Child protection records should be kept securely locked and are exempt from the disclosure provisions of the Data Protection Act 1984. For manual records, the Education (School Records) Regulations 1989 exempt information relating the child abuse from the requirement of disclosures.

Schools should be notified by Social Services when a child on the Child Protection Register starts the school, or if a pupil's name has been placed on the register, or if removed from the register. It is the school's responsibility to pass this information on immediately if a child transfers to a new school.

13.1a Specific Concerns

Any member of staff who has a concern about a child should make a written note. This must be passed on to the designated person (although a personal copy may be kept in a secure place). The note should be timed, dated and signed, with your name printed alongside the signature.

Notes must be made as soon as possible and certainly within 24 hours of the incident giving rise to concern. (This is important, in case the note is needed for submission to court)

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The form included here may be helpful to reproduce for staff. Notes should:

- Be factual
- Use a child's own words where possible
- Be a record of what you saw and heard

Professional opinions are acceptable but only if you state the facts or observations upon which your opinion is based.

13.1.b Nagging Doubts about a Child's Safety and Welfare

- Sometimes, things which seem to be insignificant or trivial at the time, turn out to be vital pieces of information later.
- If there has been no specific incident or information, make a written note. Try to identify what is really making you feel worried
- Date, time and sign the note. Print your name alongside your signature.
- Pass the note to the DSL. You may keep a copy in a secure place.
- Monitor the child. Record observations as factually as possible.
- If several notes have been made about the child, the DSL should seek advice through an 'early warning' meeting or from the DESIGNATED OFFICER OR TEAM OF OFFICERS.
- Copies of Child Protection information should be kept by the school until the child's 24th birthday

13.2 Auditing Child Protection Files Kept by the School

The DSL should, as good practice, carry out an occasional audit of the school's child protection files to ensure that adequate records are being kept in an appropriate manner. The Education Child Protection Service may be able to assist with this task if requested.

The check should cover the following:

- Note or symbol on child's regular school file
- File cross-referenced with other family members, if appropriate
- Cross reference to additional files, if appropriate
- Records and notes typed or written in legible handwriting
- Incident date (including year), time, place
- Name, address and d.o.b of child(ren) concerned recorded on each sheet
- Factual outline of incident/concern/allegation/disclosure
- Opinion substantiated, if given
- Clear names, job titles of staff involved
- Signature, printed name, job title of person making record
- Note of action taken, and with whom information was shared
- Note of copy sent to Social Services and the LEA, as appropriate

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FRONT SHEET: CHILD PROTECTION RECORD

Date file started

Name of child

Any other names by which child known, if relevant

Date of birth

Address

Post code

Telephone number

Other family members

(include full name, relationship e.g. mother, stepfather, etc. For U18's include age, if known)

Any other Child Protection files held in school relating to this child or another child closely connected to him/her?

YES/NO

If yes, which files are relevant

Name and contact number of key worker (Social Services), if known

Name and contact number of GP, if known

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13.3 Monitoring

Schools should monitor pupils whose names are on the Child Protection Register in line with what has been agreed in the Child Protection plan. Parents/carers are made aware of the school's Child Protection Policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.

13.3.a Guidelines for monitoring

When?

When there is concern in school about

- Marks on the body
- Unusual/different behaviour (including academic functioning)
- Mood changes
- Puzzling statements or stories by a child
- Information from others
- If requested by another agency e.g. following a case conference

Who?

- Teachers
- Other school staff
- Other LEA staff in regular contact with the child

What?

- Patterns of attendance
- Changes in mood
- Changes in classroom functioning
- Relationships with peers and adults
- Behaviour
- Statements, comments, stories, 'news', drawings
- General demeanour and appearance
- Parental interest and comments
- Home/family changes
- Medicals
- Response to PE/sport
- Injuries/marks, past and present

How?

School policy decisions needed on:

- Who decides when to start/finish monitoring?
- Where information will be recorded and in what form?
- Who will see it?
- Who will contribute information?
- Who will collate information?
- Who will decide on further action, e.g. contact with parents/carers, social worker?
- Training for staff

13.4 Previous Records

The school makes a request for any child protection records from previous schools as detailed below.

13.4a Future Schools

A copy of all child protection records will follow the child to their next school by the way of a confidential envelope directed to the DSL or Head teacher.

14. Preventative Approaches

Through the curriculum children can be taught about the risks of different kinds of child abuse (including peer on peer abuse) and be equipped with the skills they need to help them stay safe.

A Child Protection programme should seek to support the child's development in ways which will foster security, confidence and independence. It should be regarded as central to the well-being of the individual and is, therefore, seen to be an intrinsic part of all aspects of the curriculum. The most appropriate approach is skills based, set alongside a knowledge component, with an emphasis on

helping children to develop the personal and social skills they need to keep themselves safe and to become responsible and independent adults.

Child Protection can be interwoven with many aspects of the existing curriculum. It can help children to

- Promote their understanding of relationships, the interaction between relationship and the key concepts.
- Increase self-esteem and awareness
- Make judgements and problem solve
- Be assertive
- Recognise, accept and express feelings
- Explore the nature of trust
- Identify appropriate adults within personal safety networks
- Use online resources safely
- Take decisions and accept responsibility for self and others
- Be self-reliant and independent
- To build resilience to the risks of radicalisation

A supportive school ethos can encourage children to feel safe and to talk about their feelings. It can

- Reduce isolation in the emotions they experience
- Relieve tension by enabling children to talk and be listened to
- Provide an opportunity to develop and appropriate vocabulary, making violence less likely as a way of expressing needs
- Allow children to perceive situations more clearly for planning an action or change
- Make children feel protected by a 'listening environment'. Abusive situations at home or school thrive on secrecy.

All children need to know what to do in case someone tries to harm them. Knowing that in the vast majority of cases, children are abused or harmed by someone they know, teaching children to avoid dangerous situations, to recognise inappropriate touching, can encourage them to trust their own judgement and to feel safer, more aware and confident.

Pupils are encouraged to talk and have opportunities through form time, PSHE, School Council, House Meetings, to the School's Independent Listener, to individual staff or the pastoral team. Are you worried or anxious posters signpost all of the above and also to ChildLine and the Children's Commissioner. Pupils have the opportunity to report via the online DNA reporting software.

Boarding pupils have all of the above opportunities to talk plus Chat Time and access to House Parents or Boarding Staff.

14.1 Role of the Designated Safeguarding Lead (DSL)

Their role is pivotal to ensuring that proper procedures and policies are in place and are followed with regard to Child Protection issues.

Mr Nicholas Roddis, the Deputy Headmaster, is the Designated Safeguarding Lead (DSL) who has the ultimate lead responsibility for child protection for West Hill Park School. In his absence Mrs Sarah Hall, the Head of EYFS, is the Deputy Designated Safeguarding Lead. Both these senior members of staff have status and authority to take responsibility for child protection matters, have received training in child protection and inter-agency working and are familiar with 'Working Together to Safeguard Children 2018'.

The DSL is responsible for referring cases of suspected abuse or allegations to the relevant investigating agencies according to the procedures established by Hampshire Local Safeguarding Children Board (LSCB)/Safeguarding Partners and LEA. They must be able to deal with allegations made against members of staff. 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

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investigation, all unnecessary delays should be eradicated.

The role of the Designated Safeguarding Lead is described in KCSIE Annex B. The broad areas of responsibility are:

To be effective they must:

- Act as a source of advice, support and expertise within the school and be responsible for coordinating action regarding referrals by liaising with Social Services and other relevant agencies over cases of abuse and allegations of abuse, regarding both children and members of staff.
- Ensure each member of staff has access to and is aware of the school's Safeguarding Policy. This is essential in respect of part time staff or those who work with more than one school, such as peripatetic music teachers, trainee teachers and supply teachers.
- Liaise with the Headmaster (if not the Headmaster) to inform him/her of any issues and ongoing investigations and to ensure there is always cover for the role.
- Ensure the school's Child Protection policy is updated and reviewed annually and work with the designated Governor (Mrs Gill Sommers) for Child Protection regarding this.
- Be able to keep detailed, accurate, secure written records of referral/concerns
- Ensure parents see copies of the Child Protection policy in order to alert them to the fact that the school may need to make referrals. Raising parents' awareness may avoid later conflict if the school does have to take appropriate action if the school does have to take appropriate action to safeguard a child.
- Where children leave the school roll, ensure their file is transferred to the new school as soon as possible (this can be done electronically). If a child leaves and the new school is not known, the DfE should be alerted so that these children can be included on the database for lost pupils.
- Have full responsibility for online safety and provide all staff with current advice and regulations.

DSL's also have an important role in ensuring all staff and volunteers receive appropriate training. They should:

- Have received training in how to identify abuse and know when it is appropriate to refer a case together with having a working knowledge of how ACPS's operate and the conduct of a Child Protection case conference and be able to attend and contribute to these when required.

14.2 The role of the Governing Body (Management and Monitoring)

The Governing Body of a school must:

- Sanction the Safeguarding and Child Protection Policy (PG9), review the policy annually, monitor and evaluate its effectiveness and be satisfied that it is complied with
- Ensure that a DSL together with a nominated Governor for Child Protection are in place
- Ensure that there are safe and effective recruitment policies and disciplinary procedures in place (HG 1, HG 8) which adhere to The Education (Prohibition from Teaching or Working with Children) Regulations 2003.
- Recognise the importance of the role of the DSL and support them, ensuring the training necessary to be effective is undertaken and appreciate the additional duties taken on by the member of staff when carrying out this role especially when there are ongoing Child Protection issues.
- Recognise the contribution the school can make to helping children keep safe through the teaching of self-protection skills and encouragement of responsible attitudes to adult life through the PSHE and Citizenship curriculum.

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- Receive a report from the Headmaster at each governors meeting on safeguarding matters within the school.
- Receive regular reports from the Computing department on patterns of use, searches, words and access denials flagged up by the IT filtering system.

14.3 The Role of the Headmaster

The Headmaster needs to:

- Put in place procedures for handling cases of suspected abuse, including allegations against staff and volunteers, which are consistent with those agreed by the local Area Child Protection Committee and easily available to all staff and volunteers for reference.
- Liaise with the nominated Governor on Child Protection issues and school policy.
- Appoint a DSL to co-ordinate action within the school and liaise with other agencies on suspected abuse cases.
- Ensure that the DSL receives appropriate training and support
- Understand the role of the DSL
- Ensure that all staff know and are alert to signs of possible abuse and know what to do if they have any concerns or suspicions
- Make parents aware of the school's Child Protection policy
- Ensure that appropriate IT facilities are in place with effective filtering systems
- Provide a report to the governors at each meeting on safeguarding matters
- Report to the Chairman on each occasion that Children's services or similar are contacted (only information required to allow the Chairman to fulfil the requirements of monitoring will be given to safeguard confidentiality)
- Work with local partners (inter-agency) such as the LEA and Social Services Department to create a safe environment for children at the school.

LOW LEVEL CONCERNS

Low level concerns

The safety and wellbeing of children in our school is dependent on the vigilance of all our staff and their prompt communication to the DSL or Headmaster of any concerns, no matter how small, about any conduct by an adult which causes you to doubt that adult's suitability to work with or have access to children. The school is conscious of its duty of care to pupils and will always act, including if alerted to the possibility of abuse arising from situations or persons outside the school setting.

The notification and prompt handling of all concerns about adults is fundamental to safeguarding children. It helps to identify and prevent abuse and to protect adults against misunderstandings or misinterpretations. It also encourages openness, trust and transparency and it clarifies expected behaviours. Those raising concerns or reporting allegations in good faith will always be supported, and adults in respect of whom concerns or allegations have been raised will not suffer any detriment unless the concern or allegation is found to be substantiated.

We are a 'telling' organisation. If you are concerned about the behaviour or actions of any adult, speak to the DSL or Headmaster.

Code of Conduct

All staff must behave responsibly and professionally in all dealings with children and specifically with pupils for whom they have a duty of care. All staff must follow the procedures set out in our 'Staff Code of Conduct including Acceptable Use Policy'. Staff

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should always avoid behaviour which might be misinterpreted by others. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification. Staff should note that it is an offence for a person aged 18 or over and in a position of trust to touch a child in a sexual way or have a sexual relationship with a child, even if the relationship is consensual. A position of trust could arise even if the member of staff does not teach the child.

The school has a specific Early Years Policy for The Use of Mobile Phones and Devices that recognises and manages the risks by a means appropriate to the setting.

Our low-level concern policy

The overarching aim of the school's Low-Level Concern Policy is to facilitate a culture in which the clear values and expected behaviours which are set out in our Code of Conduct are lived, constantly monitored, and reinforced by all staff. In particular, the intention of this policy is to:

- maintain a culture of openness, trust and transparency in which staff are confident and clear about expected behaviours of themselves and their colleagues, the delineation of boundaries and reporting lines;
- ensure staff feel empowered to raise any low-level concern, whether about their own or a colleague's behaviour, where that behaviour might be construed as falling short of the standards set out in our Code of Conduct; and
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised – maintaining on the one hand confidence that concerns when raised will be handled promptly and effectively whilst, on the other hand, protecting staff from false allegations or misunderstandings.

What is a low-level concern?

A low-level concern for this purpose is any concern, no matter how small and even if no more than a 'nagging doubt', that an adult may have acted in a manner inconsistent with the school's Code of Conduct or simply – even if not linked to a particular act or omission – a sense of unease as to the adult's behaviour particularly towards or around children.

Low-Level Concerns about self (self-reporting)

From time to time an individual may find him/herself in a situation which might appear compromising to others or which could be misconstrued. Equally, an individual may for whatever reason have behaved in a manner which on reflection he/she considers falls below the standard set out in the Code of Conduct. Self-reporting in these circumstances is encouraged as it demonstrates both awareness of the expected behavioural standards and self-awareness as to the individual's own actions or how they could be perceived. As such,

the school sees self-reporting of low-level concerns as an important means of maintaining a culture where everyone aspires to the highest standards of conduct and behaviour.

Low-Level Concerns about an adult

From time to time an individual may notice behaviour or actions in others which leave them concerned. These are behaviour or actions which fall short of a formal allegation of abuse. These tend to be behaviours which indicate that our Code of Conduct has not been met. Any such concerns can be dealt with as a Low-Level Concern.

What should I do if I have one?

Where a low-level concern exists it should be reported to the DSL or to the Headmaster as soon as reasonably possible and, in any event, within 24 hours of becoming aware of it (where the concern relates to a particular incident).

How will my low-level concern be handled?

The DSL will discuss all low level concerns s/he receives with the Headmaster as soon as possible and in any event within 24 hours of becoming aware of it. The Headmaster will, in the first instance, satisfy him/herself that it is a low-level concern and should not be reclassified as an allegation and dealt with under the appropriate procedure. The circumstances in which a low-level concern might be reclassified as an allegation are where:

- a) the threshold is met for an allegation
- b) there is a pattern of low-level concerns which collectively amount to an allegation or
- c) there is other information which when taken into account leads to an allegation.

Where the Headmaster is in any doubt whatsoever, advice will be sought from the Designated Officer, if necessary on a no-names basis.

Having established that the concern is low-level, the DSL or Headmaster as appropriate will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc.

What records will be kept?

Where a low-level concern has been communicated, a confidential record will be kept in a central file which logs all low-level concerns. This is necessary to enable any patterns to be identified. However, no record will be made of the concern on the individual's personnel file (and no mention made in job references) unless either: a) the concern (or group of concerns) has been reclassified as an allegation as above; or b) the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

GUIDANCE FOR SAFE WORKING PRACTICE

Introduction

All adults who come into contact with children and young people in their work have a duty of care to safeguard and promote their welfare.

The Children Act 2004 places a duty on organisations to safeguard and promote the well-being of children and young people. This includes the need to ensure that all adults who work with or on behalf of children and young people in these organisations are competent, confident and safe to do so.

There are some specific issues and responsibilities which flow from this general legal framework. These relate not only to child protection and the promotion of child welfare, but also to the need for staff to protect themselves as professional people. Staff can sometimes appear unclear about what is acceptable and what is unacceptable in terms of professional good practice. It is appropriate to include this guidance in the belief that it will assist staff to work safely and professionally.

The sections which follow are intended as a summary of the published document ***“Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education”*** and some guidance on other key issues.

This guidance will be reviewed annually.

Responsibilities

Staff are accountable for the way in which they: exercise authority; manage risk; use resources; and safeguard children. All staff have a responsibility to keep pupils safe and to protect them from abuse (of all kinds), neglect and safeguarding concerns. Pupils have a right to be safe and to be treated with respect and dignity. It follows that trusted adults are expected to take reasonable steps to ensure their safety and well-being. Failure to do so may be regarded as professional misconduct. The safeguarding culture of West Hill Park School is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils and behaviour by the adult that demonstrates integrity, maturity and good judgement. The public, local authorities, employers and parents/carers will have expectations about the nature of professional involvement in the lives of children. When individuals accept a role working in an education setting they should understand and acknowledge the responsibilities and trust involved in that role.

Position of Trust

As a result of their knowledge, position and/or the authority invested in their role, all those working with children at West Hill Park are in a position of trust in relation to all pupils. The relationship between a person working with a child/ren is one in which the adult has a position of power or influence. It is vital for adults to understand this power; that the relationship cannot be one between equals and the responsibility they must exercise as a consequence. The potential for exploitation and harm of vulnerable pupils means that adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification

Staff should always maintain appropriate professional boundaries, avoid behaviour which could be misinterpreted by others and report and record any such incident. Where a person aged 18 or over is in a position of trust with a child under 18, it is an offence for that person to engage in sexual activity with or in the presence of that child, or to cause or incite that child to engage in or watch sexual activity.

Propriety and Behaviour. See Also Code of Conduct for Staff (SG 4)

Staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and parents. An individual's behaviour, either in or out of school,

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should not compromise his or her position within the school. This means that staff should not behave in a manner which would lead any reasonable person to question their suitability to work with children. In addition staff must be even-handed, consistent and unambiguous in the way they treat pupils, avoiding any actions that would be considered 'unprofessional'.

Dress and Appearance

A person's dress and appearance are matters of personal choice and self-expression and some individuals will wish to exercise their own cultural customs. However staff should select a manner of dress and appearance appropriate to their professional role and which may be necessarily different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be viewed as offensive or inappropriate will render themselves vulnerable to criticism or allegation.

One-to-One Situations

It is recognised that, on occasions, staff need to work on a one-to-one basis with children. For the safety of all concerned these situations should be kept to a minimum and staff involved should inform other members of staff, where possible. Where one-to-one situations cannot be avoided i.e. specialist performing arts and sports provision, staff should use rooms that have good visibility into them and adhere to all other guidance given within this document. Thought must be given to, and working practices agreed with a senior member of staff before engaging in one-to-one situations.

Gifts, Rewards and Favouritism

Settings should have policies in place regarding the giving of gifts or rewards to pupils and the receiving of gifts from them or their parents/carers and staff should be made aware of and understand what is expected of them. Staff need to take care that they do not accept any gift that might be construed as a bribe by others, or lead the giver to expect preferential treatment.

There are occasions when pupils or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is usually acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. Similarly, it is inadvisable to give such personal gifts to pupils or their families. This could be interpreted as a gesture either to bribe or groom. It might also be perceived that a 'favour' of some kind is expected in return.

Any reward given to a pupil should be in accordance with agreed practice, consistent with the school or setting's behaviour policy, recorded and not based on favouritism. Adults should exercise care when selecting children for specific activities, jobs or privileges in order to avoid perceptions of favouritism or injustice. Similar care should be exercised when pupils are excluded from an activity. Methods of selection and exclusion should always be subject to clear, fair, agreed criteria

Infatuations

All staff need to recognise that it is not uncommon for pupils to be strongly attracted to a member of staff and/or develop a 'crush' or infatuation. They should make every effort to ensure that their own behaviour cannot be brought into question, does not appear to encourage this and be aware that such infatuations may carry a risk of their words or actions being misinterpreted. Any member of staff who receives a report, overhears something, or otherwise notices any sign, however small or seemingly insignificant, that a young person has become or may be becoming infatuated with either themselves or a colleague, should immediately report this to the Headmaster or Deputy Headmaster.

In this way appropriate early help/intervention can be taken which can prevent escalation and avoid hurt, embarrassment or distress for those concerned. The Headmaster or Deputy Headmaster should give careful thought to those circumstances where the staff member, pupil and their parents/carers should be spoken to and should ensure a plan to manage the situation is put in place. This plan should respond sensitively to the child and staff member and maintain the dignity of all.

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Communication with Pupils including the use of technology

In order to make best use of the many educational and social benefits of new and emerging technologies, pupils need opportunities to use and explore the digital world. E-safety risks are posed more by behaviours and values than the technology itself.

Staff should ensure that they establish safe and responsible online behaviours, working to local and national guidelines and acceptable use policies which detail how new and emerging technologies may be used. Communication with children both in the 'real' world and through web based and telecommunication interactions should take place within explicit professional boundaries. This includes the use of computers, tablets, phones, texts, e-mails, instant messages, social media such as Facebook and Twitter, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other hand held devices. (Given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

Staff should not request or respond to any personal information from children other than which may be necessary in their professional role. They should ensure that their communications are open and transparent and avoid any communication which could be interpreted as 'grooming behaviour'. Staff should not give their personal contact details to children for example, e-mail address, home or mobile telephone numbers, details of web based identities. If children locate these by any other means and attempt to contact or correspond with the staff member, the adult should not respond and must report the matter to the Headmaster.

Social Contact

It is acknowledged that staff may have genuine friendships and social contact with parents of pupils, independent of the professional relationship. Staff should, however, also be aware that professionals who sexually harm children often seek to establish relationships and contact outside of the workplace with both the child and their parents, in order to 'groom' the adult and the child and/or create opportunities for sexual abuse. It is also important to recognise that social contact may provide opportunities for other types of grooming such as for the purpose of sexual exploitation or radicalisation.

Staff should recognise that some types of social contact with pupils or their families could be perceived as harmful or exerting inappropriate influence on children, and may bring the setting into disrepute (e.g. attending a political protest, circulating propaganda). If a pupil or parent seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgement. This also applies to social contacts made through outside interests or the staff member's own family. Some staff may, as part of their professional role, be required to support a parent or carer. If that person comes to depend upon the staff member or seeks support outside of their professional role this should be discussed with senior management and where necessary referrals made to the appropriate support agency.

Sexual Activity

Any sexual behaviour by a member of staff with or towards a pupil is unacceptable. It is an offence for a member of staff in a position of trust to engage in sexual activity with a pupil under 18 years of age and sexual activity with a child could be a matter for criminal and/or disciplinary procedures. Pupils are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions depending on their age and understanding. This includes the prohibition of sexual activity with children by adults in a position of trust.

Sexual activity involves physical contact including penetrative and non-penetrative acts, however it also includes non-contact activities, such as causing pupils to engage in or watch sexual activity or the production of pornographic material.

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There are occasions when adults embark on a course of behaviour known as 'grooming' where the purpose is to gain the trust of a child, and manipulate the relationship so sexual abuse can take place. All staff undertake appropriate training so they are fully aware of those behaviours that may constitute 'grooming' and of their responsibility to always report to the Headmaster or Deputy Headmaster any concerns about the behaviour of a colleague which could indicate that a pupil is being groomed. If staff become aware of any sexual activity involving pupils they must immediately report it to the DSL.

Physical Contact

There are occasions when it is entirely appropriate and proper for staff to have physical contact with children, however, it is crucial that they only do so in ways appropriate to their professional role and in relation to the pupil's individual needs and any agreed care plan.

Not all children feel comfortable about certain types of physical contact; this should be recognised and, wherever possible, adults should seek the pupil's permission before initiating contact and be sensitive to any signs that they may be uncomfortable or embarrassed. Staff should acknowledge that some pupils are more comfortable with touch than others and/or may be more comfortable with touch from some adults than others. Staff should listen, observe and take note of the child's reaction or feelings and, so far as is possible, use a level of contact and/or form of communication which is acceptable to the pupil. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil, in one set of circumstances, may be inappropriate in another, or with a different child.

Any physical contact should be in response to the child's needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Staff should therefore, use their professional judgement at all times. Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action by them or a colleague could be misinterpreted, or if an action is observed which is possibly abusive the incident and circumstances should be immediately reported to the Headmaster or DSL and recorded. Where appropriate, the manager should consult with the Local Authority Designated Officer (formerly known as LADO) or Team of Officers.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. Staff need to be aware that the child may associate physical contact with such experiences. They also should recognise that these pupils may seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively and help them to understand the importance of personal boundaries. A general culture of 'safe touch' should be adopted, where appropriate, to the individual requirements of each child.

Pupils with disabilities may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the pupil's needs, consistently applied and open to scrutiny.

The Use of Control and Physical Intervention

All staff including EYFS must take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child, or by any person living or working in the premises where care is provided. A person will not be taken to have used corporal punishment if the action was taken for reasons that include averting an immediate danger of personal injury to, or an immediate danger of death of, any person including the child.

The law and guidance for schools states that adults may reasonably intervene to prevent a child from:

- committing a criminal offence
- injuring themselves or others

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- causing damage to property
- engaging in behaviour prejudicial to good order and to maintain good order and discipline.

Great care must be exercised in order that adults do not physically intervene in a manner which could be considered unlawful. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted or disproportionate physical force is likely to constitute a criminal offence.

Where a child's behaviour presents a serious risk to themselves or others, West Hill Park put in place a robust risk assessment which is reviewed regularly and, where relevant, a physical intervention plan.

In all cases where physical intervention has taken place, the incident is recorded and subsequent actions and these are reported to the Headmaster and the child's parents.

Privacy

All pupils have the right to personal privacy. Staff should always knock before entering a dormitory and announce their arrival before going in to any area where pupils are or are likely to be changing. Pupils must be allowed to make private phone calls and private correspondence should not normally be read.

Behaviour Management

Corporal punishment and smacking is unlawful in all schools and EYFS settings. Staff should not use any form of degrading or humiliating treatment to punish a child. The use of sarcasm, demeaning or insensitive comments towards children is completely unacceptable.

For the avoidance of doubt, Corporal punishment is NOT to be used or THREATENED at any time or at any level within the school.

Photographs and Video

Educational activities can be enhanced by recording images and events. These may be undertaken for displays and publicity to celebrate achievement and to provide records of evidence of the activity.

Mobile Phones and photographic equipment.

These devices should not ordinarily be used whilst pupils are present. Staff who are using these devices cannot be giving their full attention to the children.

The School has two approved photographers who regularly attend events and record them. These staff may use the photographs in a slightly different manner and there is a recognised method for making them available to parents. It is appreciated however, that great photographic moments cannot always be planned and that photographs should be taken on occasions. If Staff wish to take photographs they should seek the permission of the most senior member of staff present and ensure that the photographs are viewed by a senior member of staff at the earliest opportunity. Photographs of pupils should not be kept on personal devices and must be downloaded to the school photo archive at the earliest opportunity.

The School reserves the right to inspect staff mobile phones and other devices to ensure adherence to this policy.

If staff bring mobile devices or cameras to school, particularly those working or visiting the EYFS Setting, they must ensure that their device is stored securely away from pupil areas. The only exceptions to this is where a senior member of staff or school policy dictates that a device should be

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available i.e. for safety reasons outside of the classroom environment.

Use of School owned devices must be limited to exclusively school business, such as, educational apps and TAPESTRY in the EYFS setting. Staff using such programs must be aware of the potential issues outlined in the Acceptable Use Staff IT and Mobile Phones Policy SG14. In particular, school devices must be locked away when not in use and cannot be taken off-site without the express permission of a senior member of staff.

Particular regard needs to be given when images are taken of young or vulnerable children who may be unable to question why or how the activities are taking place. When recording images of pupils, particularly when using TAPESTRY in the EYFS setting, all users must be acutely aware of what may be occurring in the background of the shot (is a child inappropriately dressed, changing or receiving intimate care within sight?). Staff should remain sensitive to any pupil who appears uncomfortable and should recognise the potential for misinterpretation.

Particular care should be taken when images are recorded in areas such as the Sports Hall or Swimming Pool. Whilst images of pupils taking part in sporting activities or swimming can be appropriate. It can never be acceptable for devices to be switched on or used in changing areas.

Use of Cameras and Recording Equipment by Parents and Guardians

Parents are welcome to take photographs of their own children taking part in sporting and outdoor events. When an event is held indoors, such as a play or a concert, parents should be mindful of the need to use their cameras and recording devices with consideration and courtesy for the comfort of others.

When taking photographs of the children at West Hill Park School, it is not permitted to publish those images or videos on the Internet e.g. on social networking sites. We ask parents not to take photographs of other pupils on their own, without the prior agreement of that child's parents.

Flash photography can disturb others in the audience, or even cause distress for those with medical conditions; we therefore ask that it is not used at indoor events. Parents are also reminded that copyright issues may prevent us from permitting the filming or recording of some plays and concerts.

Whistle-blowing

Whistleblowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion. West Hill Park has a clear and accessible whistleblowing policy that meets the terms of the Public Interest Disclosure Act 1998. It has a culture of safety, raising concerns, valuing staff and of reflective practice.

Staff who use whistle blowing procedures have their employment rights protected. Staff should recognise their individual responsibilities to bring matters of concern to the attention of senior management and/or relevant external agencies and that to not do so may result in charges of serious neglect on their part where the welfare of children may be at risk. (HG 15).

OTHER KEY ISSUES

Knowledge of School Policies

The school is required by law to have certain policies, and others have been produced in response to issues over time. These policies are contained within the Staff Handbook and other specific handbooks. It is unrealistic to expect staff to have a detailed knowledge of all the policies, but they should know of their existence and be ready to refer to them as appropriate. There are, however, certain policies which need to be well known by all members of staff. Of these, the most important are the Anti Bullying Policy and the Safeguarding Policy. Child Protection and anti-bullying are the

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business of every person in a school.

Child Protection Policy and Allegations against Staff

It is a regrettable fact that any member of staff is potentially vulnerable to allegations of physical, emotional or sexual abuse against children. The School's Safeguarding and Child Protection Policy is required to make reference to action to be taken when such an allegation is made. Staff should be aware that guidance and support will be made available to them during investigation or suspension while allegations against them are being investigated. At no point will an allegation against a member of staff be disclosed to the school or wider community without their prior written permission or conviction.

The School will NOT undertake their own investigations of allegations without prior consultation with the DESIGNATED OFFICER OR TEAM OF OFFICERS, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

Issues of Confidentiality and Media Relations

Staff may be party to confidential information about the school and its business. This might include personal details of parents, pupils and staff or financial information and marketing plans. You should not disclose such information either intentionally or inadvertently other than in the proper course of your employment with the school. You should also take care that any electronically stored confidential information which is taken off the school premises is kept safe and secure at all times.

Any press or other media enquiries concerning school business should be passed on to the Headmaster or Senior Management Team

Distance Learning and COVID-19

- West Hill Park School will adhere to any updated advice received from the 3 Hampshire safeguarding partners. This may include: risk assessments for EHCP pupils, carrying out virtual child protection conferences, supporting pupils with parents as 'Key Workers', reporting mechanisms, referral thresholds and children in need.
- If staff and volunteers do have any concerns about a child, they should follow the guidance as stipulated in this policy and KCSIE. It is important that all staff and volunteers act and act immediately on any safeguarding concerns.
- DSL (and deputy) arrangements. The DSL is Nicholas Roddis and can be contacted on 01329 842356 or n.rodhis@westhillpark.com and the Deputy DSL (EYFS) can be contacted on 01329 842356 or s.hall@westhillpark.com. Should neither of these staff members be non-contactable due to circumstances out of the school's control, Deputy DSL's Chris Ward, headmaster@westhillpark.com, Craig Boyce, c.boyce@westhillpark.com and Liz Alway e.alway@westhillpark.com can also be contacted.
- Peer on peer abuse - Given the very different circumstances schools are operating within, staff must be aware that this abuse could take place and they must act on it as set out in part 5 of KCSIE and using the guidance as outline in this policy. Though, children are not physically attending West Hill Park School, the teaching and learning continues. Staff must be extra vigilant during these times, especially with regard to supporting pupils with staying safe online and understanding how concerns should be progressed.
- If staff and volunteers have a concern about a staff member or volunteer who may pose a

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safeguarding risk to children, the principles in part 4 of KCSIE will continue to support how West Hill Park School responds to any such concerns.

- Prior to the closure the Headmaster wrote to all parents to ascertain the situation regarding critical workers. West Hill Park offers a Key Workers Club for approximately 35 families and this will operate for the duration of the pandemic. This will be reviewed by SLT and the Chair of Governors in conjunction with advice from HCC, Public Health England and IAPs.
- The DSL and Deputy DSLs and the Leadership team have identified children that may be or may become vulnerable and they will be keeping in regular contact with these during the school term, including any holiday periods. Alongside this, all pupils in the school have been contacted either by telephone or email to support the families and safety and wellbeing of the pupils.
- Distance learning teaching sessions have been the method of educating pupils on a daily basis. Staff have received training in online use of our software and pupils are regularly reminded about the need to work safely online. The software used has the capability to record lessons as a record of the event. The School has appropriate filters and monitoring systems to ensure the safety of our pupils.

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