

Park School for Girls

Safeguarding Children in Education Policy

This policy applies to all pupils in the school, including those in the EYFS". In the case of this particular policy, in the light of the references under 'objectives' to 'every member of the school'

KEY CONTACTS WITHIN THE SCHOOL

<p>Designated Safeguarding Lead</p> <p>(whole School)</p>	<p>Mrs Androulla Nicholas</p> <p>Phone: 020 8554 2466</p> <p>Email: anicholas@parkschool.org.uk</p>
<p>Deputy Safeguarding Lead Senior School</p>	<p>Daniela Lesser</p> <p>Phone: 020 8554 2466</p> <p>Email: danielalesser@parkschool.org.uk</p>
<p>Deputy Safeguarding Lead Preparatory School</p> <p>(including EYFS)</p>	<p>Lizzie Jack</p> <p>Phone: 0208 554 2466</p> <p>Email: lizziejack@parkschool.org.uk</p>
<p>Staff Member Responsible for e-Safety</p>	<p>Erin Muir</p> <p>Phone: 0208 554 2466</p> <p>Email: erinmuir@parkschool.org.uk</p>
<p>Designated Safeguarding Governor</p> <p>Also Chair of Governors</p>	<p>Mr Henry Smith</p> <p>Phone: 020 8554 0037/07803037092</p> <p>Email: henrysmith28@yahoo.com</p>

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

<p>Redbridge Multi Agency Safeguarding Hub</p> <p>(MASH)</p>	<p>Email: CPAT.referrals@redbridge.gov.uk</p> <p>Tel: 020 8708 3885</p>
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London Borough of Redbridge Local Safeguarding Children's Board (LSCB)	Fax: 020 8708 3886 Emergency Number 020 8708 5897 Out of Hours Number 0208 708 5897
Redbridge Local Authority Designated Officer (LADO) Referral Desk	Email: lado@redbridge.gov.uk gm-LADO@redbridge.gov.uk Tel: 020 8708 5350 Tel: 020 8 345 3693 In an emergency dial 999
CHAMS Referrals	Loxford Hall, Loxford Lane, Ilford, Essex IG1 2PL 030 555 1182
Havering	Tel: 01708 433222 Fax: 01708 433375
Essex	Tel: 020 8 227 3852 Fax: 020 8227 3951
Local Authority Prevent Lead	neil.lemon@redbridge.gov.uk or perryn.jasper@redbridge.gov.uk Tel: 0208 708 5971
Ilford Local Police	Tel: 101 Textphone 18001 or 101 or 999

OTHER USEFUL CONTACTS

Children can contact Childline	0800 1111
NSPCC	help@nspcc.org.uk www.nspcc.org.uk 0808 800 5000
NSPCC Whistleblowing Advice Line	0800 028 0285/help@nspcc.org.uk
Disclosure and Barring Services (DBS)	PO Box 181, Darlington, DL1 9FA Tel: 0300 123 1111
UK Anti-Terrorist Hotline Crime Stoppers Non-Emergency Police Contact: www.gov.uk/report-terrorism www.gov.uk/report-suspicious-activity-to-mi5 DfE Non-Emergency Advice for Radicalisation	Tel: 0800 789 321 0800 555 111 101

counter-extremism@education.gsi.gov.uk	
Prevent Strategy	Tel: 0800 800 5000
DfE Non-Emergency Advice for Radicalisation	counter-extremism@education.gsi.gov.uk
DfE helpline for non-emergency advice	Tel: 0207 340 7264

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Introduction

This policy is for the whole school including EYFS

This policy has been written with regard to:

- Keeping Children Safe in Education (KCSIE) (September 2018) - which incorporates “Disqualification under the Childcare Act 2006”, Annex A, DfE, February 2015 and also refers to “What to do if you’re worried a child is being abused”, DfE, March 2015, January 2016.
- DfE guidance on CSE February 2017.
- EYFS requirements April 2017
- Working Together to Safeguard Children (2018) - which refers to “Information sharing” DfE March 2015
- Independent Schools Standards Regulations (ISSRs) (Dec 2014)
- ISI Handbook Regulatory requirements (2017)
- “Prevent Duty Guidance: for England and Wales” (March 2015) which is supplemented by “The Prevent Duty: Departmental advice for schools and childminders” (June 2015) and by “The use of social media for on-line radicalisation” (July 2015)
- Redbridge Social Care Services – Safeguarding and Social Care – Multi-Agency Safeguarding Hub Procedures
- The Children Acts 1989-2004
- This policy is available on the school website and is also available to parents from the school office on request.
- This policy is reviewed and revised annually or more often if there are changes in guidance or legislation. Over the past 18 months there have been significant developments in Safeguarding which are reflected in this policy.
- Advice and guidance to Staff is contained in the School’s Keeping Children and Staff Safe - Guidelines document (Appendix 2)
- This policy should also be read in conjunction with the schools handbook with particular reference to Staff Code of Conduct and the schools recruitment procedure.

Overview

Statement of Intent

The safety and well-being of all our pupils at Park School for Girls is our highest priority. This policy is applicable to all pupils, including those in the Early Years Foundation Stage (EYFS). This policy reflects our commitment to promote and safeguard the welfare of all the pupils at our school; the school recognises safeguarding is the responsibility of all staff and volunteers who are expected to share this commitment; anyone can make a referral if they feel their concerns are not addressed.

In addition to children who are being abused or at risk of serious harm, the School recognises that there may be children in need who require support and help. Children in need include, but are not restricted to those:

- Suffering from eating disorders
- Coping with a disability
- Undergoing certain medical treatments
- Caring for a family member at home
- Being left alone at home at an inappropriate age

We recognise that safeguarding and promoting the welfare of children is everyone's responsibility. All staff members receive appropriate safeguarding and child protection training annually, as well as regular up-dates in meetings and staff briefings throughout the year.

We strive to know everyone as an individual and to provide a secure, caring and positive environment, so that every pupil can learn in safety. The health, safety and well-being of all our pupils are of paramount importance to all the staff at Park School.

A child deemed to have need is monitored closely by teaching and form staff and reviewed regularly in morning briefings; a child perceived to be at risk will be identified to the DSL who will contact the MASH team of the local authority in which the child resides.

The school promotes an environment where staff are able to raise concerns and are fully supported in their safeguarding role.

We expect respect, good manners and fair play to be shown by everyone in order that every pupil can develop her full potential and feel positive about herself as an individual; we aim to create a stimulating environment and provide a curriculum, which promotes self-esteem, nurtures well-being and empowers children to protect themselves.

Key Personnel

The Board of Governors

The Board of Governors is also designated to take responsibility for safeguarding matters, including those covered by Prevent, and should be contacted should the DSL, or Safeguarding Team members be unavailable (or be the subject of alleged abuse).

The Head Teacher reports to the Board of Governors at every meeting in the Pupil Welfare Report and the Governors consider any policy changes and reviews actions. The Head Teacher reports to the Board on any child protection matters on a meeting-by-meeting basis. Day-to-day safeguarding and child protection matters are delegated to the Head Teacher who appoints the Deputy Designated Safeguarding Leads (DSLs) – one for the Senior School, one for the Preparatory School. The Board of Governors, assisted by the Head Teacher and the DSLs are responsible for:

- Ensuring there is an effective Safeguarding/child protection policy in place and that it is fully implemented;
- Reviewing the procedures for and the efficiency with which the child protection and safeguarding duties have been discharged;
- Ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- Approving amendments to safeguarding arrangements in the light of changing Regulations or recommended best practice.
- Safeguarding issues are discussed at meetings with School Governance and we hold an annual, formal review of safeguarding.
- There is a detailed, annual review of all policies, (for which there are minutes) centralised register and recruitment records.
- The nominated member Governors responsible for Safeguarding is **Mr Henry Smith**.

Designated Safeguarding Lead (DSL) and Designated Safeguarding Team Members

- The Head of Pastoral for the Preparatory School (**Lizzie Jack**) will be the Lead Person i.e. a Deputy Designated Safeguarding Lead (DSL) taking responsibility for safeguarding in the Preparatory School. In her absence the Head Teacher, i.e. the DSL, will take overall responsibility for the whole school.
- The Head of Pastoral for the Preparatory School is also the designated person with responsibility for EYFS (Early Years' Foundation Stage, i.e. children aged under 5 years).
- **Erin Muir** is on the Safeguarding Team as she is responsible for e-Safety.

DSL Responsibilities

The DSL (Androulla Nicholas/the Head Teacher) is responsible for staff safeguarding (including Prevent) training, record keeping, interagency liaison, raising awareness and providing support and guidance for staff and pupils. Any concerns about a child should immediately be reported to the DSL or in her absence a member of the Designated Safeguarding Team. Discussions can be informal in the first instance.

Class/Form Tutors and other Adults in the School

The school recognises that the class/form teacher is the first stage in the pastoral care of the child in school. All teachers are well placed to observe outward signs of abuse, changes in behaviour or failure to develop or thrive. However, any person, including the Admin staff may well be the first that the child turns too, be the first to be aware of a child's distress or notice unexpected bruising or injury.

All adults in the school should be aware of their duty of care to the children, the importance of listening to them and taking their concerns seriously. All staff must recognise that to address risks and prevent issues escalating it is important the children receive the right help at the right time, and the early signs of abuse, neglect and radicalisation are acted upon.

All staff must keep clear records, reassess concerns when situations do not improve, share information quickly and challenge inaction. They should report any concerns immediately to the DSL and in her absence to the Deputy or another member of the Safeguarding Team. The Safeguarding Team will investigate every case on an individual basis. Should a member of staff feel their concerns are not being addressed, including concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, they should refer to the "Whistleblowing Policy".

Transparency

Park School for Girls prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting the school. Copies of this policy, together with our other policies relating to issues of child protection are on our website, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. We will never ignore an allegation of child abuse and will always ensure that any concerns are followed up thoroughly and appropriately. Open communication is essential. Any deficiencies or weaknesses highlighted in child protection arrangements are remedied without delay.

We will always seek the advice of the Local Authority Designated Officer (LADO) in all instances of suspected child abuse or allegations of abuse against a member of staff. Our Safeguarding policies are reviewed annually and ratified by the Board of Governors.

Developing our policy

Park School for Girls fully recognises its responsibilities for child protection. Our policy applies to all staff, Governors and volunteers working in the school. We contribute to inter-agency working and have developed this policy in consultation with the Redbridge Borough Council Local Safeguarding Children Board (LSCB) and have taken account of guidance issued by the Department for Education. We comply with the Independent Schools Standards Regulations (Section 3). Further details of the framework around which Park School's safeguarding arrangements have been made and to which we have regard can be found in the documents stated at the beginning of this policy.

Arrangements for reviewing the school's safeguarding policies and procedures

The Governors review all policies and procedures relating to safeguarding on an annual basis and the Chair of Governors performs the 'sign off' procedure described in Appendix 1. In addition, the Head Teacher reports to Governors at every Board meeting on Safeguarding and Child Protection matters and issues as and when they arise. The Head Teacher gives an annual report to Governors on Pupil Welfare each year and this report, if containing new concerns regarding children is also submitted to the LSCB. Where there has been a substantiated allegation against a member of staff, the school will work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

Structure

There are 4 main sections to our policy:

- 1) Procedures for identifying and reporting cases, or suspected cases of abuse;
- 2) Raising awareness of safeguarding issues;
- 3) Establishing a safe environment in which children can learn and develop as well as equipping children with the skills needed to keep themselves safe;
- 4) Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.

SECTION 1

Procedures for identifying and reporting cases, or suspected cases of abuse

LIAISON WITH OTHER BODIES

We work within the Redbridge Local Safeguarding Children's Board (LSCB) guidelines which confirm locally inter-agency procedures. We recognise our point of contact within Redbridge to be the **Local Authority Designated Officer (LADO)** for allegations against staff, or any other adult and **Children's Social Care** for allegations involving children. We will report through the LADO within one working day the actions we take in respect of allegations of abuse by adults, and through Children's Services and

their Social Care and Assessment Team's Duty Social Worker (First Contact) where we have concerns that a child/young person may be at risk of harm.

The school will work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding matters including attendance and written reports at initial case conferences, core groups and safeguarding review conferences.

The school will notify the relevant local authority Safeguarding Children's Board (LSCB) if:

- It should have to exclude a pupil on the safeguarding register (whether fixed term or permanently)
- There is an unexplained absence of a pupil on the safeguarding register of more than two days duration from school (or one day following a weekend); or as agreed as part of any safeguarding or core group plan.

The assessment framework model we abide by can be found in the document "Keeping Children Safe in Education". <https://www.gov.uk/government/publications/keeping-children-safe-in-education--3>.

All contact details can be found on the front page of this policy. This policy acknowledges that LADO is the designated officer of Redbridge Borough Council and works with a team of officers.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

If staff members have concerns about a child, they should raise these with the School's Designated Safeguarding Lead (DSL). This also includes situations of abuse which may involve staff members. The DSL will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. The DSL for Park School is the Head Teacher, Androulla Nicholas. Where there are concerns that a child maybe in need of help or at risk, the DSL will make prompt contact with children's social care. If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children's social care straight away. Any adult can make a referral. If the child's situation does not appear to be improving the staff member or other adult with concerns should press for re-consideration. Concerns should always lead to help for the child at some point. If a criminal offence is suspected, the DSL will contact the police. The threshold for raising a concern should not be regarded as high. Even the slightest concern by staff should be reported and recorded because it may form part of a picture which the DSL is aware of.

STAFF PROCEDURE IN A CHILD PROTECTION SITUATION

Reporting to the DSL – Action to protect a child

The following guidance is given to staff if they are the first point of contact of the information from a child:

Ask the child to tell you about all the details which they can remember and listen carefully. Ask for clarification if necessary but be careful not to put words into her mouth; do not suggest events, speculate on peoples' actions or ask leading questions. **You must not promise confidentiality to a child** who wishes to disclose information on possible abuse. In light of this information, the child may then choose not to tell you. They have a right to do this and will hopefully tell what they have to at another time when they are ready. You should not pressure them. If they do choose not to tell you should still inform the DSL of what has happened.

If the child accepts that you may have to pass on any information they give you and still wants to tell, suggest that both of you go to a member of the Safeguarding Team, or Head Teacher. Explain that you would have to tell them anyway and that they would probably want to talk to the child themselves. If what the child has to tell is very distressing it is advisable to try to minimise the amount of times that they have to repeat it.

If the child chooses to confide in you, make notes if you can, as you are being told the information. If this is not possible, do it as soon as you can. Try to use verbatim quotes – do not interpret what the child said.

When the child has finished telling you her account, read or relate the details back to the child to confirm that you have understood the details correctly. Discuss with the child what action might be taken now and the possibility of disclosure to the DSL. The DSL could be informed by the child, the staff member or a trusted friend.

Remove the child from any threatening or embarrassing situation and comfort them if they are in distress. Be sure to use age-appropriate and sympathetic language and try to re-assure them. Steps must be taken as appropriate to protect a child from further possible harm following a disclosure.

Every attempt will be made to offer support for the child whilst at school and it is hoped that the school will provide an environment in which she can relax and spend the school day in complete safety.

In summary:

Receive:

- Listen to what is being said, try not to display shock or disbelief.
- Accept what is being said but do not comment upon it.
- Record the information as soon as possible.

Reassure:

- Reassure the pupil but only so far as is honest and reliable, for example don't make promises you may not be able to keep, such as, "I'll stay with you", or, "Everything will be all right now".
- **Do not** promise confidentiality; you have a duty to refer.
- **Do** reassure and alleviate guilt, if the pupil refers to it. For example, you could say: "You are not to blame." or "You are not alone, you're not the only one this sort of thing has happened to."

Reaction:

- **Do not** ask 'leading' questions, for example, "what did s/he do next?" (This assumes s/he did!), or, "Did s/he touch your private parts?" Such questions may invalidate your evidence (and the pupil's) in any later prosecution in court.
- **Do not** criticise the perpetrator; the pupil may love him/her, and reconciliation may be possible.

Pass the information to the DSL as soon as you possibly can. Staff can find further important information relating to procedures at:

<http://www.redbridgelscb.org.uk/>

Keep a copy of all the documentation yourself for future reference.

If the abuse you are made aware of is by one or more pupils against another pupil you should follow the guidance contained below in the next section.

If you hear third-hand about a safeguarding issue relating to a child, in your capacity as a teacher, a friend or neighbour etc. you must:

Write down any details that you know; when you heard the information and from who etc. and pass it to the DSL as soon as possible.

Keep a copy of what you gave to the DSL yourself.

If a member of staff is not confident that the school and DSL are going to take action appropriately they should use their discretion to report the matter immediately following the guidance contained above.

Park School places a strong emphasis on excellent pastoral support. This means that even when concerns raised do not reach the thresholds of 'significant harm' we have an opportunity to intervene early with children and their families to prevent concerns escalating and instead promote the social and emotional wellbeing of children that is protective of their future lives.

It is **important to pass on any safeguarding concerns** and the responsibility for following up falls to the Safeguarding Team; Mrs Nicholas, Mrs Lesser, Mrs Jack

- We expect any new concerns to be immediately communicated to a member of the Safeguarding Team,
- All staff should bear in mind that children can experience the types of abuse described in Section 2.
- Observations or information that cause concern should be discussed with a member of the Safeguarding Team.
- Abuse may not be the explanation. Sharing concerns can enable early intervention to support children and families.

When any member of staff has a serious concern about a child or a reason to suspect that a pupil may have suffered abuse, may be in need of help or be at risk, they **MUST** report their concerns to the DSL, or in their absence the Deputy DSL; similarly Staff who observe, or are told of, injuries which appear to be non-accidental, or have concerns that indicate physical, emotional or sexual abuse or neglect, Staff **MUST** report their concerns to the DSL, or in their absence the Deputy DSL who will record the concerns on file. The DSL will discuss the matter immediately, or within 24 hours of a disclosure with Redbridge Multi-Agency Safeguarding Hub (MASH). This may be done tentatively and without giving names in the first instance. What appears trivial at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the School should not do anything that could jeopardise a police investigation, such as asking a child leading questions or attempting to investigate any allegation.

Staff should not carry out any investigations themselves as this is a matter for the Social Services. If Staff are unsure how to proceed, they should ask the DSL for advice. The DSL will not hesitate to seek advice from the Local Area Designated Officer, even if that dialogue is informal in the first instance.

See Section 2 for Indicators of abuse including Child Sexual Exploitation (CSE), Female Genital Mutilation (FGM) and Radicalisation. Should it be felt that any concerns are not being addressed, for

example, that a child is not receiving the support necessary or that the child's wellbeing is deteriorating, then the DSL must be kept informed or if necessary, the local authority contacted.

a) Risk of Significant Harm

If it appears that a child has suffered or is likely to suffer significant harm, the DSL (or in their absence the Deputy DSL and after speaking to the named Governor if possible) will make a formal report immediately (and within one working day) by telephone to the local authority children's social care in the area of the child's residence.

Subsequent actions will follow agreed inter-agency procedures. Although decisions to seek support for a child in need would normally be taken in consultation with parents, the consent of parents or the child is not required and will not be sought for a referral where there are reasonable grounds to believe that in so doing the child will be at risk of significant harm.

b) In Need of Additional Support

Should a child be in need of additional support from one or more agencies the school will keep in close touch with such agencies, assist with interagency assessment using local processes, including the use of the National Assessment Tool (previously called the Common Assessment Framework, CAF) and the Team around the Child (TAC) approaches. The DSL or the relevant Deputy DSL will attend any relevant meetings and will follow agreed procedures.

To help make decisions on the child's level of need, or for children with low level help needs who may need extra services to help them achieve good outcomes, the school will refer to the Redbridge thresholds and eligibility criteria. Referral for early help services will be made by way of an e-CAF referral to Redbridge's MASH Team (or the relevant local authority)

Staff should be aware that children with Special Educational Needs, have a higher potential to mask their safeguarding needs, and special attention must be paid to the way these children communicate.

c) Going Missing from Education

The risks associated with going missing from education have been highlighted in the latest KCSIE, including Annex A. Staff must report to the DSL or in their absence the Deputy DSL any unexplained absences, any regular pattern or absences, any agreed absences that are prolonged and any indication that a pupil/family have a planned absence in term time that has not been approved by the school. The DSL will discuss such absences with Redbridge Social Care Services.

In addition, the following circumstances will also be reported to the local authority where the child lives:

- Ten days of unauthorised absence (other than for reasons of sickness or leave of absence).
- Failure to attend school regularly (see KCSIE including Annex A).
- If a child has been taken out of school to be home educated.
- If a child has been certified as medically unfit to attend.
- If a child is in custody for more than four months, or has been permanently excluded.

This duty arises as soon as the grounds above are met and in any event before deleting a child's name from the admission register.

In the case, of a child leaving the school when the next school is not known; the circumstance will be reported as soon as possible to the Local Authority in which the pupil lives.

For further detail you can refer to the School's Child Missing in Education Policy.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

DIFFERENT NEEDS OF CHILDREN

PEER-ON-PEER ABUSE

All staff should be aware that safeguarding issues are not confined to instances where children are harmed by adults but can also manifest themselves via peer-on-peer abuse and recognise that children are capable of abusing their peers; such as bullying, gender based violence, sexual assaults, sexting or initiation/hazing type violence; abuse can occur online and through social media, and may be used to facilitate offline abuse. Additional information can be found in KCSIE, Annex A

Staff must be clear that abuse is abuse and should never be tolerated or dismissed as 'banter' or 'part of growing up', 'having a laugh' or 'it was just a joke'. Peer on peer abuse is unacceptable and is always taken seriously by all staff. The school has in place procedures to minimise the risk of peer on peer abuse; in addition to this Safeguarding policy, staff should therefore also consider the provisions of our Anti-Bullying policy, which is incorporated in our Behaviour Policy. If staff are unsure as to how these policies work together, they should seek advice from the DSL.

The following procedures also apply when dealing with abuse by one or more pupils against another pupil. Information about possible abuse may come to a member of staff in several ways; direct allegation from a child that has been abused, through a friend, relative or other child, through a child's behaviour or through observation of an injury to the child.

Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from abuse by another child or group of children, then such abuse will be notified to Children's Social Care. It is expected all children involved, whether perpetrator or victim, will be treated as being "at risk".

On the other hand, it may be that a child is in need of additional support from one or more agencies. In this case the school will work with the child and parents (if appropriate) and the Redbridge Early Intervention Team. This team offer a service to which the school subscribes and access to their work is through the DSL. The Early Intervention Team prefers the school to complete an 'Early Help Assessment' form (replacing the previous 'CAF Form') at the point of referral.

Pupils who have a problem may speak to someone whom they trust. It is important that the member of staff sets the boundaries firmly at the outset of such a conversation, making it clear that no one can offer absolute confidentiality. A pupil who is insistent upon confidentiality should be referred to an external source such as Child Line. If the pupil is only prepared to speak if absolute confidentiality is guaranteed, the member of staff should terminate the conversation at that point. The adult should provide the designated safeguarding lead with a written account of what has transpired as a matter of urgency.

If a pupil decides to speak to a member of staff about the fact that either she, or a pupil known to them, is being bullied, harassed and abused, the member of staff should:

- React professionally;
- Have regard to the Anti-Bullying Policy, published on the school's website;
- Take what the child says seriously, and calmly, without becoming emotionally involved;
- Make it clear why unconditional confidentiality cannot be offered;
- Explain that any adult member of staff is obliged to inform the designated safeguarding lead if child protection or safeguarding issues are involved, in order that specialist help can be arranged;
- Encourage the pupil to speak directly to the designated safeguarding lead if appropriate;
- Explain that only those who have a professional "need to know" will be told, and, if appropriate, measures will be set up to protect the pupil from retaliation and further abuse;
- Reassure the child that he or she was right to tell, and that she is not to blame for having been bullied or abused;
- Allow the child to tell her own story, without asking too detailed or leading questions;
- Record what has been said;
- Inform the designated safeguarding lead or DSL by the end of the day.

Where there are evident signs of physical injury, that may (or may not) be the result of abuse or bullying, medical help should be summoned, or the pupil should be taken to the medical room. In serious cases, the Police should be informed from the outset.

Our priority is to safeguard the young people in our care. We will give all the support we can to a pupil who has been abused. The Head Teacher [also the DSL], will consider how best to support and monitor the pupil concerned through any process of external investigation, liaising closely with parents, guardians, Local Children's Safeguarding Board or other agencies involved to identify the support strategies that are appropriate.

"Looked after" children

If the school admits a 'looked after' child, a suitable staff member will be assigned immediately to oversee the welfare of that child. The staff member will have the skills, knowledge and understanding to help keep the child safe.

All staff will work to promote the educational achievement of registered pupils who are looked after, as well as children who have left care through adoption, special guardianship, child arrangement orders or who were adopted from stat care outside England and Wales, in accordance with sections 4-6 of the Children and Social Work Act 2017.

Private fostering

Private Fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. The school will inform the Local Authority of any children in such arrangements.

CONFIDENTIALITY AND INFORMATION SHARING

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the DSL or outside agency as required. Park School recognises that all matters relating to child protection are confidential, in the sense that they must not generally be discussed. The DSL will keep the Governor informed of any concerns and the DSL and Governor will decide if any information about a pupil should be disclosed to other members of staff. The DSL and in their absence the Deputy DSL, must be informed immediately under the procedures below by the person suspecting abuse. The DSL will decide who else should be informed within the school.

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

- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and that in making decisions about what to share the needs of the child are considered as paramount. The DSL holds up to date contact details of all the agencies involved with Park School pupils and in the case of a child who has suffered or is likely to suffer significant harm, the Social Care Services in the area where the pupil resides will be informed immediately where practicable, and in any event within 24 hours. All communications should be followed up in writing.
- We regard all information relating to individual child protection issues as confidential, and we treat this accordingly. We only pass information on to appropriate persons. We inform the child at all stages of who is involved, and what information we have given them. We do not promise the child confidentiality.

INFORMING PARENTS

Parents are made aware of the responsibilities of staff members with regard to safeguarding procedures within information provided via the School's website and on request. We will always undertake to share our intention to refer a child to Social Services with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the appropriate MASH Support Officer at Redbridge Social Care Services.

POCEDURES WHEN A MEMBER OF STAFF (OTHER THAN THE DESIGNATED SAFEGUARDING LEAD OR HEAD TEACHER) FACES ALLEGATIONS OF ABUSE

Allegations that a member of staff has abused a pupil or pupils either inside the school premises or during a school trip or on any other occasion can be made by:

- Parents
- The abused pupil
- Other members of staff
- Other pupils
- The Police or Social Services
- A third party
- Anonymously

An allegation of such seriousness would normally be made directly to the Head Teacher; but if another member of staff is told first, he/she will ensure that the Head Teacher is informed immediately.

If the Head Teacher is unavailable, or is involved, the deputy DSL should be told at once. Where there are concerns that a child may be in need of help or at risk because of the actions of a member of staff, the designated safeguarding lead will make prompt contact with the LADO. All allegations are reported to the LADO within one working day. They will also contact the police if a criminal offence is suspected.

a) THE FIRST RESPONSE

We will respond promptly and sensitively to the legitimate concerns of the victim and his or her family. We undertake to:

- Take any allegation of abuse, involving a member of staff, very seriously;
- In all cases, we would seek the advice of the LADO before undertaking any investigation.

b) THE NEXT STEP

Although a formal investigation is a matter for specialists, where the facts suggest that there may be reasonable grounds for suspecting actual abuse, or grooming of a child, or other criminal behaviour, we will always, within 24 hours:

- Invite the police to conduct the investigation;
- Involve the LADO. Discussions with the LADO will be recorded in writing and any communication with both the individual and the parents of the child/children agreed;
- Consider suspending the member of staff concerned – see below.

e) EYFS

The DSL is responsible for safeguarding children within the Early Years setting and liaising with the local children's agencies as appropriate. The Head of Early Years/ who is also the DSL for EYFS assists in this goal, and undertakes training specific to the EYFS.

f) SUSPENSION

Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct. Even so, it is a serious step, and we will take legal advice beforehand, and will normally only suspend a member of staff where:

- There is a serious risk of harm (or further harm) to the child;
- The allegations are so serious as to constitute grounds for dismissal, if proven;
- The police are investigating allegations of criminal misconduct;

We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached;
- Interview a member of staff before suspending him or her, giving due weight to the advice of the LADO.

Any member of staff who is invited to a meeting whose outcome is likely to result in his or her suspension is entitled to be accompanied by a friend, colleague or Trade Union representative.

g) ALTERNATIVES TO SUSPENSION

We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave;
- Giving him or her non-contact duties;
- Ensuring that a second adult is always present in the classroom when he or she teaches.

h) IF THE MEMBER OF STAFF RESIGNS

The resignation of a member of staff mid-way through an external investigation would not lead to the investigation being abandoned.

i) REFERRAL TO THE DISCLOSURE AND BARRING SERVICE

Like all schools, we have a statutory legal duty to refer an individual, where there is the risk that he or she may harm, or has caused harm to children, to the Disclosure and Barring Service (DBS) within one month of the individual's dismissal or resignation because he or she has been considered unsuitable to work with children. Reports concerning members of staff, contracted staff, volunteers and students are normally made by the DSL. If the DSL is involved, then the referral is made by the Board of Governors. The referral form can be obtained from the DBS. The school plays no part in the subsequent process of barring individuals from working with children and/or vulnerable adults.

We also have a legal duty to respond to any requests for information that we receive from the DBS at any time.

The DBS address for referrals is PO Box 181, Darlington DL1 9FA.

j) REFERRAL TO THE NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP

Where a teacher has been dismissed (or would have been dismissed had he/she not resigned), the Head Teacher will decide whether to make a referral to the National College for Teaching and Leadership (TRA). In some instances, for example, where there is evidence of 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute', or where there is a 'conviction at any time for a relevant offence', a prohibition order may be appropriate. Further guidance can be obtained from the DfE website.

k) RECORDING ALLEGATIONS OF ABUSE

We will record all allegations of abuse, and our subsequent actions, including any disciplinary actions, will be put on an individual's file. A copy will be given to the individual and he or she will be told that the record will be retained until he or she reaches statutory retirement age, or for ten years, if that is longer.

l) CONFIDENTIALITY

Any allegation against a member of staff will be kept confidential and the school will guard against unwanted publicity. This applies up to the point where the accused person is charged with an offence, or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.

- It is extremely important that should any allegation be made against a member of staff, all staff within the School make every effort to maintain confidentiality and guard against

unwanted publicity while such an allegation is being investigated or considered. In accordance with the Association of Chief Police Officers (ACPO) guidance the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence.

- In the event of an allegation against a member of staff or other adult working at the school, the School should take advice from the Local Authority Designated Officers (LADO), police and local authority social care services to agree the following:
 - Who needs to know, and more importantly, exactly what information can be shared; (In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998).
 - How to manage speculation, leaks and gossip.
 - What information if any can be reasonably given to the wide community to reduce speculation.

HANDLING UNFOUNDED OR UNSUBSTANTIATED ALLEGATIONS

The Child

A child who has been the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the Local Safeguarding Children's Board to set up a professional programme that best meets her needs, which may involve the Children and Adolescent Mental Health Services (CAMHS) and an Educational Psychologist. We shall be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

However much support the child may need in such circumstances, we need to be sensitive to the possibility that the aftermath of an unfounded allegation of abuse may result in the irretrievable breakdown of the relationship with the teacher. In such circumstances, we may conclude that it is in the child's best interests to move to another school. We would do our best to help her to achieve as smooth a transition as possible, working closely with the parents or guardians.

The Member of Staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of child abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun a pupil on the grounds of "no smoke without fire".

If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised; we recognise that the member of staff is likely to need both professional and emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with professional counselling outside the school community. A short sabbatical or period of re-training may be appropriate.

ALLEGATION OF ABUSE OF A CHILD WHO IS NOT A PUPIL AT THE SCHOOL

If we were given information that suggested that a member of staff was abusing a child who was not a pupil at Park School, we would immediately pass such information to the LADO to handle. We would then, if appropriate, interview the member of staff and formally advise him/her of the allegations, making it clear that the school would not play any part in the investigatory process. He or she would be advised of the possibility of facing suspension, re-assignment to other duties etc. in exactly the same way as if the allegation had involved a school pupil. If the allegation subsequently proved to be unfounded, he or she would be given full support by the school in resuming his/her career.

ALLEGATIONS INVOLVING THE HEAD TEACHER /DESIGNATED SAFEGUARDING LEAD

Any allegation involving the Head Teacher who is the DSL should be reported to the Chair of Governors. The Chair of Governors will then contact and follow the advice of the LADO. This procedure will be followed without informing the Head Teacher.

DESIGNATED SAFEGUARDING LEAD

Mrs Nicholas (the Head Teacher) is the DSL at Park School, Mrs Lesser is the Deputy DSL for the Senior School and Mrs Jack is the Deputy DSL for the EYFS section and Preparatory School. Both Mrs Lesser and Mrs Jack deputise in the absence of Mrs Nicholas. The DSL and the Deputy DSLs have been fully trained for the demands of this role in child protection and inter-agency working. They regularly attend courses with other child support agencies to ensure that they remain conversant with best practice. They all undergo refresher training every two years together with annual updates on safeguarding matters reflected in the new requirements in the September 2018 KCSIE, including Annex A. The school's records on child protection are kept in the Head Teacher's office, and are separated from routine pupil records. Access is restricted to the DSLs and the Deputy DSL. The DSLs and the deputy DSL are members of the Senior Leadership Team and their work as DSLs is reviewed by the Head Teacher annually. The Governor responsible for safeguarding is Mr Henry Smith.

His role as the safeguarding Governor is to ensure that the school has an effective policy which is discharged efficiently and appropriately and that the LSCB Guidelines are complied with to support the school in this respect. The safeguarding Governor also attends appropriate training.

WHISTLEBLOWING

Park School believes in and promotes a culture of safety and of raising concerns. The school actively encourages staff and volunteers as well as Governors to develop their awareness of safeguarding issues and to report any concerns they may have. If a teacher, volunteer or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the Head Teacher. Any concern will be taken very seriously under the school's whistle blowing procedures which can be found in the employment policies section of the staff handbook. If there is evidence of criminal activity, the Police will always be informed. No one who reports a genuine concern in good faith needs to fear retribution. If a teacher, volunteer or member of staff has concerns about the behaviour of the Head Teacher, they should refer the matter to the Chair of Governors whose contact details are on the front page of this policy.

CONFIDENTIALITY

A member of staff who uses the whistle blowing procedure is entitled to have his/her name protected from being disclosed by the Head Teacher to the alleged perpetrator, without his/her prior approval.

However, it has to be recognised that his/her evidence may be required by the Police to be used in any criminal proceedings.

SECTION 2

Raising awareness of child protection issues SPOTTING ABUSE – KEY SIGNS

Knowing what to look for is vital to the early identification of abuse and neglect. If members of staff are unsure they should always speak to children's social care.

This section gives an indication of the types of abuse and the diagnostic clue of which you may become aware in your work with students. These are not definitive signs of abuse but merit further consideration and discussion with the Safeguarding Team.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

These signs are not evidence themselves, but may be a warning, particularly if a child exhibits several of them or a pattern emerges. It is important to remember that there may be other explanations for a child showing such signs. Abuse is not easy to diagnose, even for experts.

The following are examples and do not constitute an exhaustive list. They should be read in conjunction with the document "Keeping Children Safe in Education", DfE, 2018.

Types of Abuse and Neglect and the warning signs

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.

Signs

- Delay in reporting accident/injury
- Discrepancy between the history and the physical signs
- History of previous injuries to child or sibling
- Abnormal parental attitudes and behaviour
- Indications of social stress
- Signs of poor care, e.g. failure to thrive
- Bruising/abrasions/bite marks
- Injuries to mouth
- Burns
- Unexplained convulsions
- Fractures - particularly multiple, spiral, 'metaphysical'
- Exposure to dangerous situations, e.g. 'accidental' poisoning
- Repeated visits to GP or hospital with a list of trivial complaints

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.

Signs

- Lack of trust in adults
- Fear of a particular individual
- Withdrawal and introversion
- Running away from home
- Child takes over the parenting role
- Sudden school problems, truancing and falling standards
- Low self-esteem and low expectations of others
- Stealing
- Drug misuse
- Display of sexual knowledge beyond the child's years
- Sexual drawing that is not age/developmentally appropriate
- Vulnerability to sexual and emotional exploitation
- Revulsion towards sex that does not fit the child's developmental stage
- Fear of school medical examinations
- Sleeplessness, nightmares and fear of the dark
- Depression/suicide attempts
- Anorexia Nervosa
- Other eating disorders or changes in eating habits
- Itchiness or soreness in the genital area

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.

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Please be alert to the possibility that a student may be being abused by another student at the school. Where the suspected abuse is by another child/young person, both children (i.e. suspected abuser and abused) must be referred.

Signs

- Eating disorders, including obesity or anorexia
- Speech disorders (stuttering, stammering)
- Developmental delays in the acquisition of speech or motor skills that do not have alternative explanations
- Weight or height level substantially below norm
- Nervous disorders (rashes, hives, facial tics, stomach aches)
- Habit disorders (biting, rocking, head-banging)
- Cruel behaviour, seeming to get pleasure from hurting children/adults/animals
- Seeming to get pleasure from being mistreated
- Age-inappropriate behaviours (bedwetting, wetting, soiling)
- Behavioural extremes, such as overly compliant-demanding; withdrawn-aggressive; listless excitable.

NEGLECT

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in 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 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.

Signs

- Poor hygiene, including lice, scabies, bedsores, body odour
- Squinting
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes), overdressed or underdressed for climate conditions
- Untreated injury or illness
- Lack of immunizations
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds)
- Height and weight significantly below age level
- Unusual school attendance
- Chronic absenteeism
- Chronic hunger, tiredness, or lethargy
- Assuming adult responsibilities
- Reporting no carer at home

CHILD SEXUAL EXPLOITATION

The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

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

Like all forms of child sexual abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of child sexual exploitation.

- Underage sexual activity
- Inappropriate Sexual or sexualised behaviour
- Sexually risky behaviour
- Repeat sexually transmitted infections
- In girls, repeat pregnancy, abortions, miscarriage
- Receiving unexplained gifts or gifts from unknown sources
- Having multiple mobile phones and worrying about losing contact via mobile
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Changes in the way they dress
- Going to hotels or other unusual locations to meet friends
- Seen at known places of concern
- Getting in and out of different cars driven by unknown adults
- Having older boyfriends or girlfriends
- Contact with known perpetrators
- Involved in abusive relationships, intimidated and fearful of certain people
- Hanging out with groups of older people, or anti-social groups or with other vulnerable peers
- Associating with other young people involved in sexual exploitation
- Recruiting other young people to exploitative situations
- Truancy, exclusion, disengagement with school

- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Mood swings, volatile behaviour, emotional distress.

Mental/Physical Health

Staff must report to the DSL any observation of deterioration of a child's health, either mental or physical. This includes known medical conditions, such as asthma, but staff must also be alert to symptoms of mental ill-health, such as eating disorders or self-harming.

SEN/D

The staff acknowledge that students with SEN/D are particularly vulnerable and may be subject to peer on peer abuse.

Domestic Violence

Children and young people who witness domestic violence are vulnerable and it can cause significant harm in terms of their emotional and behavioural development. Staff should discuss concerns with the DSL. Any decision about what degree of concern is appropriate should include consideration about everyone in the child's household – particularly young children. If there are concerns the DSL will consult with the local authority SCS.

Children in Need

In addition to children who are being abused or at risk of serious harm, the School recognises that there may be children in need who require support and help. Children in need include, but are not restricted to those:

- Suffering from eating disorders
- Suffering from drug or alcohol dependency
- Coping with a disability
- Undergoing certain medical treatments
- Caring for a family member at home
- Being left alone at home at an inappropriate age.

FEMALE GENITAL MUTILATION (FGM)

The school acknowledges that from October 2015 it became mandatory that teachers report to the police cases where they discover that an act of FGM appears to have been carried out. Is it understood that "Teachers", here refers to anyone undertaking 'teaching work', as defined in The Teachers' Disciplinary (England) Regulations 2012, as explained in paragraph 272 of the ISI commentary on the regulations? This definition includes such persons as teaching assistants, sports coaches and visiting instrumental music staff.

Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate. It is therefore essential that all staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Type 1 Clitoridectomy – partial/total removal of clitoris

Type 2	Excision – partial/total removal of clitoris and labia minora
Type 3	Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia.
Type 4	All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

It is carried out in the belief that:

- FGM brings status/respect to the girl – social acceptance for marriage
- Preserves a girl's virginity
- Part of being a woman / rite of passage
- Upholds family honour
- Cleanses and purifies the girl
- Gives a sense of belonging to the community
- Fulfils a religious requirement
- Perpetuates a custom/tradition
- Helps girls be clean / hygienic
- Is cosmetically desirable
- Mistakenly believed to make childbirth easier

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening:

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad
- Child's family being from one of the "at risk" communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be "cut" or to prepare for marriage

Signs that a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Staff should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in the SET

procedures and on pages 16-17 of the FGM Multi-Agency Practice Guidelines that can be found on the GOV.UK website. Any suspicion of intended or actual FGM must be referred to Children's Social Care.

There is a specific legal duty on teachers under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, that if during the course of their work in the profession they discover an act of FGM, appears to have been carried out, on a girl under the age of 18 the teacher MUST REPORT THIS TO THE POLICE.

Honour Based Violence and Forced Marriage

So-called Honour based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL. All staff need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV. Forcing a person into marriage is a crime in England and Wales. Forced marriage is one entered into without the full consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical, emotional or psychological and schools can play an important role in safeguarding children from forced marriage.

Pupils at Risk of Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. As with other safeguarding risks, our staff will be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme or Children's Social Care. The school is mindful of The Counter-Terrorism and Security Act 2015, and will cooperate fully with and act as partners of the Channel Panel set up by the LSCB.

If it appears that a pupil is at risk of radicalisation, or displays any indication that they have been exposed to extremism, the DSL must be informed immediately. The DSL will consider the level of risk to identify the most appropriate referral, which could include Channel (Anti-Terrorism) or Redbridge MASH. Normal referral processes are available when there are concerns about children who may be at risk of being drawn into terrorism.

Although decisions to seek support for a child in need, including when there are concerns relating to radicalisation, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

The staff at Park School have had training from the LSCB on their approach to Prevent duties. The school actively promotes fundamental British Values through the Personal, Social and Health

Education (PSHE) scheme which is taught throughout the school, as well as through the curriculum. It includes teaching pupils to understand the value of democracy and their participation in the democratic process; respect for the cultural traditions of others and non-discrimination against protected characteristics. It also encourages pupils to acquire a respect for public institutions and services. Our PSHE policy which outlines the full programme of study may be requested from the School.

For further consideration of more specific safeguarding issues refer to those listed in Annex A of KCSIE (2018)

SPECIFIC SAFEGUARDING ISSUES

Our school recognises that there are a number of specific safeguarding issues about which staff need to be aware, including child sexual exploitation (CSE), bullying (including cyberbullying), domestic violence, drugs, safety (including sexting), fabricated/induced illness, faith abuse, female genital mutilation (FGM), forced marriage, gangs and youth violence, gender-based violence/violence against women and girls (VAWG), mental health, private fostering, radicalisation, teenage relationship abuse, trafficking. Whilst the school will ensure that staff avail themselves of opportunities to raise their awareness and gain knowledge regarding these areas, we recognise that expert and professional organisations are best placed to provide up-to-date guidance and practical support in relation to these issues. Government guidance is available on the GOV.UK website and organisations such as the NSPCC (www.nspcc.org.uk) provide specialist information.

There is a specific legal duty on teachers under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, that if during the course of their work in the profession they discover an act of FGM, appears to have been carried out, on a girl under the age of 18 the teacher MUST REPORT THIS TO THE POLICE.

SECTION 3

Establishing a safe environment in which children can learn and develop as well as equipping children with the skills needed to keep them safe.

MAKING CHILDREN SAFER

In order to create a safe environment for children both in school and elsewhere the school will:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to;
- Ensure children know that there are adults in the school whom they can approach if they are worried;
- Include opportunities in the Personal, Social and Health Education (PSHE) curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Children are taught about safeguarding , including online safety, through (PSHE) and independent workshops run by the police and other

There is a separate policy which describes the PSHEC curriculum. Park School prides itself on its culture of open and effective communication between staff and pupils, and on its excellent pastoral support structures. We prepare all of our pupils to make reasoned, informed choices, judgments and decisions.

Time is allocated in PSHE for discussion of child abuse, and in developing in pupils the confidence which they require to recognise abuse and to stay safe. All pupils know that there are adults to whom they can turn if they are worried, including their tutor, any member of staff, or their parents.

The ethos of Park School is to develop the individuality and abilities of each child, to make them self-reliant and adaptable and to help them face reality. We see this as making an important contribution towards the development of the whole person, who grows up to value society and to expect to make a personal contribution towards the general community.

Park School is committed to the equal treatment for all, regardless of an individual's race, ethnicity, religion, sexual orientation or social background. We aim to create a friendly, caring and compassionate environment in which every individual is valued.

We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each student.

We treat all our pupils and their parents fairly, with respect and with consideration; we expect pupils and their parents to reciprocate these values towards each other, the staff and the school. Any kind of bullying, harassment, victimisation and discrimination will not be tolerated.

There is a separate anti-bullying policy available via the School's website or the School's office.

TEACHING CHILDREN TO BE SAFE

MANAGEMENT OF SAFEGUARDING

We recognise that the School plays a significant part in the prevention of harm to our pupils by teaching pupils about safeguarding and providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. Safeguarding, therefore, remains a priority across all aspects of the work of Park School. Alongside high quality leadership and management, this policy aims to make the schools safeguarding procedures accessible to all

At the heart of our policy lies our aims and objectives of:

Prevention

A positive school atmosphere, careful and vigilant teaching, strong pastoral care, effective support to pupils, provision of good adult role models, an effective safer recruitment policy.

Raising awareness of Safeguarding issues and equipping children with the skills needed to keep them safe and promote social and emotional well-being.

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Have regard that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils.
- Promote the good use of mentoring by peers and through the House System for pupils new to the School.

- Include in the curriculum, Assemblies schedule and PSHEC programme opportunities and activities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

The aim is to help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills.

- Use E-learning programme and IT policies to promote the safe use of electronic equipment and the internet, so that (at an age appropriate level) pupils have a better understanding of the risks posed by adults or young people who use the internet to bully, groom, abuse or radicalise other people.
- Internet Filters are in place on all school computers to ensure that children are safe from inappropriate sexual, terrorist and extremist material when accessing the internet in school and these filters are monitored closely.
- Students are not allowed to keep any mobile devices, whether they be phones or watches on their person during the school day. These devices are collected by form staff at registration in the morning and returned to the students at dismissal at the end of the day.
- Be mindful of up to date resources to support internet safety, such as presentations to parents and pupils by Childnet International and other resources such as: *The Use of Social Media for on-line radicalization (DfE, July 2015)*, www.saferinternet.org.uk, and CEOP: www.thinkuknow.co.uk
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to. Our teachers are encouraged to establish personal rapport with pupils and parents and instil a feeling of trust and support;
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Ensure notices with up to date contact numbers of support agencies, such as 'NSPCC', are placed in accessible places around the school;
- Ensure that the PSHE programme throughout the whole school reinforces essential skills for every child and provides opportunities to learn about keeping safe.
- Regularly advise staff both verbally and in writing about how to keep children safe and themselves free of allegations by updating and circulating Keeping Children & Staff safe Guidelines (see Appendix 2)
- Ensure that the Safeguarding Children Policy will work in conjunction with the school's positive behaviour policy
- The Senior Leadership team will support and enable the development of whole school practice in relation to promoting social and emotional well being

- The high teacher to pupil ratio allows for collaborative relationships to be developed with young people and their families; providing good foundations to intervene early in relation to concerns about safeguarding
- The school's formal and informal contact with parents including regular report meetings, year meetings and activities provides very solid foundations for preventing and intervening early and collaboratively when concerns arise.

Procedures

Following agreed procedures – ensuring staff are trained and supported to identify and report cases, or suspected cases, of abuse.

It is the responsibility of every member of staff to ensure they are fully cognisant of the procedures detailed within this policy and to maintain an attitude of 'it could happen here'. Staff are well placed to identify concerns early, provide help for children and to prevent concerns from escalating. Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:

- pupils' health and safety
 - the use of reasonable force
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - educational visits
 - intimate care
 - internet or e-safety
 - school security arrangements (within local context)
 - bullying, including cyberbullying and prejudice-based bullying
 - racist, disability, and homophobic or transphobic abuse
 - radicalisation and extremist behaviour
 - child sexual exploitation
 - sexting
 - substance misuse
 - local issues such as gang activity and youth violence
 - issues such as domestic abuse, female genital mutilation and forced marriage
- We aim to maintain and develop a structured procedure within the School which will be followed by all members of the school community in cases of suspected abuse, and to foster an environment and culture where those procedures will be readily invoked. All staff are aware that anybody may raise concerns immediately and directly with Redbridge Social Care Services if there is a risk of immediate harm to a child.
 - We aim to provide a systematic means of monitoring children known or thought to be at risk of harm, and to emphasise the need for good levels of communication between all members of staff, as between themselves and with senior management. Inaction should be challenged, and concerns should always lead to appropriate help for the child.

Support

To support pupils who have reported abuse or may have been abused, both short-term and long-term as well as support for pupils who are at risk from mental health issues or prolonged absence from school, we aim to;

- To support each child's development in ways that will foster security, confidence and independence. The school respects the pupils.
- The atmosphere within the school is one that encourages all children to respect one another. We provide opportunities that enable our children to take and make decisions for themselves.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.

The school will endeavour to support its pupils through:

- The content of the curriculum to encourage self-esteem and self-motivation.
- The school ethos which:
 - (i) promotes a positive, supportive and secure environment
 - (ii) gives pupils a sense of being valued
 - (iii) the school's behaviour policy which is aimed at supporting vulnerable pupils.

All staff will agree on a consistent approach, which focuses on addressing the behavioural element of any misdemeanours in a way which does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but she is valued and not to be blamed for any abuse which they have suffered.

- Liaise with other agencies which support the pupil such as Redbridge SCS, Child and Adolescent Mental Health Services (CAMHS), the Educational Psychology Service, Behaviour Support Services and the Education Welfare Service.
- A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so
- Recognition that children living in a home environment where there is domestic violence (DV), drug or alcohol abuse and parental mental health concerns are vulnerable and in need of support and protection. Serious Case Reviews have shown that where these three occur there is a higher risk of safeguarding concerns.
- Vigilantly monitoring children's welfare, keeping records, and notifying Redbridge SCS as soon as there is a concern. If relevant these concerns will also include any suspected cases of forced marriage, female genital mutilation, gang culture or radicalisation.

SAFEGUARDING RESPONSIBILITIES OF THE GOVERNING BODY

The Governors of Park School fully recognise their responsibilities with regard to child protection and to safeguarding and promoting the welfare of children.

The nominated Governor for safeguarding responsibilities is the Chair, Mr Henry Smith, who will oversee the school's safeguarding policy and practice and champion safeguarding issues; NB: even with a nominated Governor safeguarding responsibilities still remain the responsibility of the whole board.

It will:

- Ensure that training occurs so that staff members do not promise confidentiality to the child and always act in the interests of the child.

- In conjunction with the Head Teacher, the Governors should ensure the school's procedures mean that the child's wishes or feelings are taken into account when determining what action to take and what services to provide. This can be done by ensuring there are systems in place for children to express their views and give feedback.
- Ensure that the school has a mechanism by which its child protection policy and its staff conduct policy are provided to all staff – including temporary staff and volunteers – on induction;
- Receive an annual report on safeguarding matters to include changes affecting Safeguarding Children policy and procedures, safeguarding training received, the number of incidents/cases (anonymously) and safeguarding in the curriculum;
- Ensure that an annual review is carried out of the school's policies and procedures to safeguard children and of how effectively the related duties have been discharged. The Governors will receive and consider the review report and this will be noted in the minutes of the meeting.
- Ensure that all Governors have an appropriate level of safeguarding training.
- The nominated lead Governor should have at least level 3 training of the equivalent.

MAKING STAFF SAFER

In order to support staff in ensuring they avoid situations which might give rise to false allegations and to guide their professional behaviour, the school publishes a Code of Conduct for Staff. This is available via the School's website or School office.

The EYFS Co-ordinator is Lizzie Jack, Head of Pastoral for the Preparatory School.

- Park School acknowledges the requirements set out in the latest KCSIE, including Annex A, (2018) that people can be disqualified under the Childcare Act 2006, including by association with others.
- Park School will not knowingly employ people to work in childcare, or allow them to be involved in its management, if they or others who live or work in their households are disqualified.
- EYFS means education, care and any supervised activity for a child up to the 1st September following their fifth birthday - it applies to all early year's provision during and outside school hours. For Park School, this applies to the Reception class.
- Later years childcare means childcare for children beyond early years but under the age of 8, it does not apply to the normal school day, after-school clubs or healthcare but to provision which would be considered childcare, such as before or after school "crèche-like" facilities.
- Park School acknowledges that the scope of these regulations potentially involves all those who may be involved in childcare, including those directly concerned with the day to day management of it, such as members of the Senior Leadership Team.
- The grounds for disqualification include: being on the DBS Barred List; being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children or adults, at home or abroad; being subject to certain other orders relating to the care of children; refusal or cancellation of registration relating to childcare or children's homes or

being prohibited from private fostering; living in the same household where another person who is disqualified lives or works.

- Park School fulfils its statutory obligations: Informing relevant people of the legislation, including that they may be disqualified by association; taking steps to gather sufficient and accurate information about whether any member of staff in a childcare setting is disqualified by association; keeping records of staff employed in, or management of, childcare, including the date disqualification checks were completed.
- Park School acknowledges that staff can be expected to disclose all their convictions and cautions, including those that are spent, but cannot be required to disclose spent convictions and cautions of those who live and work in their households.
- These annual self-declaration checks for appropriate childcare staff are overseen by the DSL.
- If a person is found to be disqualified, including by association or if there is any doubt over the issue then, pending resolution, they must be removed from the relevant work.

TAKING, STORING AND USING IMAGES OF CHILDREN

All pupils and staff are encouraged to report any concerns about the misuse of technology to the Head Teacher. The use of cameras, cameras on mobile phones and/or iPads by pupils is not allowed without express permission from a member of staff. Staff may only use cameras, cameras on mobile phones and/or iPads in a manner that is strictly in accordance with the guidance in this policy and which, in any case, does not offend or cause upset. The misuse of cameras by staff or pupils in a way that breaches our anti-bullying policy is always taken seriously and may be the subject of disciplinary procedures.

The School are keen to record students working and in other school activities in picture and video format.

Such filming will only be undertaken on School Ipads. The Ipads are physically stored securely by the Bursar and will be issued to staff on request. Each Ipad is secured by a passcode known to staff but not students.

If a Teacher is using Ipads in a lesson or activity they will remain fully diligent to ensure that students stay on task and no authorised films or photos are taken. Devices will be returned to the Bursar at the end of the lesson and images will be promptly transferred to the school network and deleted from the device. Unauthorised photos will be deleted and staff made aware.

If we discover that a child or young person is at risk as a consequence of online activity, we may seek additional assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any adult, child or young person who misuses technology in this way.

Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline.

All pupils must allow staff access to images stored on mobile devices and/or cameras and must delete images if requested to do so.

The posting of images which in the reasonable opinion of the Head Teacher is considered to be offensive on any form of social media or websites such as YouTube etc. is a serious breach of discipline and will be subject to disciplinary procedures whatever the source of the material, irrespective of whether the image was posted using school or personal facilities.

There is a separate policy on taking, storing and using images of children in the EYFS (see Appendix 3)

WHEN A PUPIL MOVES TO AND FROM ANOTHER SCHOOL

A pupil's safeguarding file follows them from Park School to their next school and is sent separately from any other files. The file is hand delivered to a named person at the new school, using a secure and tracked postal service, where a receipt is obtained confirming its delivery.

This ensures the security and continuity of the file and provides evidence of the chain and responsibility for the file. In this instance, we produce and retain a copy of the file until the new school confirms receipt of the file and that the child has attended and is on their attendance register. At this point the copy held by Park School is securely archived. When a pupil arrives at Park School from another school a separate request for safeguarding information will be made to the previous school.

INDUCTION AND TRAINING

Every new member of staff, including part-time staff and volunteers receives, before they come in to contact with pupils, training on their responsibilities in being alert to the signs of abuse and bullying and on the procedures for recording and referring any concerns to the DSL.

TRAINING

- All staff are updated when KCSIE , including Annex A, currently 2018, is revised and must acknowledge their understanding of their obligations. The school is aware that this is particularly important when new duties are introduced, as with the introduction of Prevent in July 2015.
- All staff read and are aware of the schools Safeguarding Policy as well as the Keeping Children and Staff Safe – Guidelines
- All staff are given regular safeguarding training in line with advice from Redbridge MASH (at least every 3 years) by appropriate training providers in order to develop their understanding of the indicators of abuse and to know to respond to a pupil who discloses abuse. Where staff cannot read English, appropriate steps will be taken to ensure that they understand key information and procedures to safeguard pupils.
- Training is provided every 2 years for the DSL and all members of the safeguarding team. The training is in line with Annex A of KCSIE, 2018 and covers interagency working, approach to Prevent Duties, participation in child sexual abuse conferences, awareness of cyber issues and radicalisation, supporting children in need, record-keeping and promoting a culture of listening to children.
- A record of Safeguarding training is kept by the DSL.
- Part-time Teachers, temporary staff and volunteers are informed of the arrangement for Safeguarding, including the procedure for reporting allegations. Part time staff members are currently required to attend in house training in safeguarding every year.
- Induction training is given to all staff, temporary staff and volunteers newly appointed and includes:

- The school's safeguarding policy
- Staff Handbook which includes Staff Code of Conduct and whistleblowing procedures
- Identifying the DSL
- A copy of part 1 of the most recent KCSIE including Annex A, (2018)
- Keeping Children and Staff Safe – Guidelines
- Guidance on acceptable use of ICT

In addition, part of their induction will include discussion of the policy with one of the designated persons with up to date inter agency training.

APPENDIX 1

Governor sign-off and oversight of safeguarding and other key policies

Overview

This policy describes how the Governing Body is assured that the school employees and school systems are effective in ensuring children are safe in school and are taught to be safe.

Safeguarding Policies

The school has the following policies and systems that relate to safeguarding which should be read in conjunction with the Safeguarding Policy:

- Behaviour Policy
- Anti-Bullying Policy
- Child Missing in Education Policy
- Health and Safety Policy Re-Educational visits
- Staff recruitment Policy
- Images of Children Policy
- Acceptable Computer Use Policy
- Health and Safety Policy
- Single Central Register of Employment
- Head Teacher's annual report to Governors on Pupil Welfare

In addition, the school is mindful of the Independent Schools Statutory Regulations and the Independent Schools Inspectorate Guide to the Regulations in their current state.

Policy Review

The following policies are reviewed and signed off by the Governing Body annually: Admissions

Aims and Ethos

Anti-bullying

Behaviour and Rewards

Complaints

Curriculum

September 2018

Health and Safety

Safeguarding Children

School Trips Special Educational Needs

January 2017

Staff Code of Conduct

All these policies are dated and appear on the school's website.

Sign-Off on Safeguarding

On an annual basis and in addition to the policy reviews listed above, the Head Teacher will scrutinise the following documents to ensure, on behalf of all the Governors, that the following policies and systems are compliant with regulations:

Randomly selected staff files, cross-referenced against the Single Centralised Register of employment.

Any other policy they chose to select.

The Bursar, on behalf of the Chair of Governors will scrutinise the Single Centralised Register of employment

This sign-off session will be diarised and minuted to be reported back to the full board for information and discussion. Any Governor may attend this sign-off session.

APPENDIX 2

KEEPING CHILDREN AND STAFF SAFE GUIDELINES (September 2018)

INTRODUCTION

This document has been produced to help staff navigate the increasingly complex landscape around safeguarding issues.

The purpose of the guidelines is to:

- Promote the highest standards of care for young people
- Protect staff from acting in a way whereby they could put themselves at risk
- Protect staff from false allegations
- Enable bona-fide school activities to continue

It is hoped that staff will be reassured by these guidelines and it will simply confirm good professional practice.

September 2018

Relationships between staff and pupils at Park School are characterised by being friendly, informal and based on mutual respect. These guidelines have been formulated in order to facilitate and maintain this ethos, whilst recognising safeguarding imperatives. Non-adherence to these guidelines may invoke the disciplinary process.

January 2017

All staff should understand the need to act as good role models for pupils. The school expects its staff to behave in a thoroughly professional manner and to set an example to pupils through high standards of behaviour.

These guidelines should be read in conjunction with the Safeguarding and Behavioural Policies.

PUPIL/STAFF CONTACT

- Staff must ensure that their behaviour and actions do not place pupils or yourself at risk of harm or of allegations of harm to a pupil (for example, in one-to-one tuition, sports coaching, conveying a pupil by car, engaging in inappropriate electronic communication with a pupil, etc.). For guidance see the school's Code of Conduct.
- Staff should not give pupils their home address, mobile or home phone number, or non-school email address. Thank you letters to pupils should not contain any personal details. School phones and email addresses only should be used for contact via email, phone or text.
- Staff should not make arrangements to meet pupils, individually or in groups, outside school other than on an authorised school trip.
- Staff should avoid contacting pupils at home unless this is strictly necessary and they should keep a record of any such occasion.
- Staff should not give pupils lifts in cars (or any private vehicle), particularly one-to-one.
- Staff are advised not to attend private pupil parties, and should be aware of their professional standing and responsibilities when attending parties arranged by parents at which pupils are also present.
- Staff are prohibited from developing sexual relationships with pupils, even if the pupil is over the age of consent

All of the above also applies to any ex-pupils who are under 18.

Professional care also needs to be exercised with pupils who have recently left and who are over 18. Some students may be reluctant to end the close working relationship they have enjoyed with members of staff. However, it is important to remember that when a student leaves school the professional duty of care ends and remains solely with parents and guardians.

ONE TO ONE CONTACT IN SCHOOL

If a member of staff is alone with a pupil, he/she should ensure that any such meeting is as visible as possible. As such he/she should ensure that the door to the room has a glass panel or is left open. If this is not possible then another adult must be close by.

Staff should also, where possible, let a colleague know if there is last minute or informal arrangement for one-to-one tuition or coaching.

Staff should never use student toilets under any circumstances even if you believe them to be empty.

PHYSICAL CONTACT

In nearly all cases physical contact between pupils and staff is inappropriate. The only possible circumstances where physical contact may occur are outlined below:

Reasonable Force:

By law, teaching staff may use such force or physical contact as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- Committing a criminal offence
- Injuring themselves or others
- Causing significant damage to property, including their own

'Reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Staff should acknowledge the particular vulnerabilities of pupils with SEN or disabilities or with medical conditions, considering their duties under the Equality Act of 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

This applies when a teacher is on School premises and when he or she is in control or charge of the pupil elsewhere, for example on a school trip or other out of school activity. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

It only applies when no other form of control is available and where it is necessary to intervene. Any force used must always be the minimum needed to achieve the desired result and must be appropriate for the age, sex and understanding of the pupil.

Before intervening physically, a teacher must, wherever practicable, tell the pupil to stop and what will happen if he or she does not. The member of staff must continue

attempting to communicate with the pupil throughout the incident and must make it clear that physical contact or restraint will stop as soon as it ceases to be necessary.

Staff must always avoid touching or holding a pupil in a way that might be considered indecent. Where possible, the assistance of another member of staff should be sought immediately.

The member of staff involved must inform the Head Teacher immediately following an incident where force has been used. This is to help prevent any misunderstanding or misrepresentation of the incident. The member of staff must provide a written statement as soon as possible afterwards. The

Head Teacher should also be informed of incidents where (i) the teacher considered the use of force may have been necessary or where (ii) a teacher threatened a pupil with the use of force.

It is also required in EYFS regulations (and by inference the school should consider if it should be applied across the school). Where there has been an incidence of physical intervention/reasonable force, the Head Teacher will inform the parents on the same day or as soon as is reasonably practicable.

Action taken in self-defence or an emergency:

The law allows anyone to defend themselves against an attack provided they do not use more force than is necessary. Similarly, where a pupil is at risk of immediate injury or on the point of inflicting injury on someone else, any member of staff would be entitled to intervene.

Contact in other situations:

There are a few situations where physical contact may be proper or necessary. Some physical contact may, for example be necessary to demonstrate exercises or techniques during PE or Drama.

Touching may also be appropriate where a pupil is in distress and needs comforting or if a member of staff has to give first aid. Staff should be particularly cautious when changing or cleaning young children following a toilet accident and should always have another member of staff present. Staff should use their own professional judgement when they feel a pupil needs this kind of support and should be aware of any special circumstances relating to the pupil. Particular care must be taken in instances which involve the same pupil over a period of time.

All staff must be alert to the possibilities of any contact being misinterpreted.

OUT OF SCHOOL AND AFTER SCHOOL ACTIVITIES

Staff must take particular care when supervising pupils in the less formal atmosphere of a residential setting or after school activity. The more relaxed relationships that may promote successful activities can be misinterpreted by students.

It is important to emphasise that the standards of professional conduct and behaviour expected of staff are no different from those which apply within the school.

Staff should be aware of the particular care which should be taken with older, more mature students in these circumstances.

RELATIONSHIPS

Pupils are best served with a pastoral approach that is concerned, collective and thorough but professionally detached. We do not serve pupils or parents well by encouraging situations in which pupils develop excessive reliance on individual teachers.

All teachers have a relationship of trust with all pupils by virtue of their position and the work they undertake. This relationship of trust must not be distorted by fear or favour and those in positions of trust must exercise responsibility as a consequence of the power they have over those they teach

and/or care for. Where a relationship of trust exists, allowing a relationship to develop in a way that leads to a sexual relationship is illegal.

It is unacceptable for a member of staff to have any kind of sexual or intimate relationship/contact with a pupil of any age or to encourage such relationships/contact. Such relationships/contact are a breach of trust and professional standards even where the pupil is over 18. The Sexual Offences Act 2003 makes it a criminal offence for a teacher to involve a pupil under 18 in a sexual activity.

COMMENTS AND DISCUSSIONS WITH PUPILS

Staff must avoid comments to or about pupils which could be taken to have sexual overtones. It is equally unacceptable for staff to encourage debate and discussion between groups of students, which could be interpreted as having sexual overtones, which are not justified in the context of the teaching programme. This will call for careful judgement in responding to questions raised by pupils.

Notwithstanding the advice given, it is recognised that, in order to discharge particular pastoral responsibilities, staff may from time to time need to engage in conversation with pupils which cover sensitive matters. Teachers must use their professional judgement to ensure that they are not drawn into areas inappropriate to their duties or their relationship with the pupils concerned. Staff must also use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.

Use of sarcastic, demeaning or insensitive comments towards young people can be regarded as a form of abuse and must be avoided. In particular, staff must not make racist, sexist or homophobic comments.

LANGUAGE

Staff should not swear, blaspheme or use any sort of offensive language in front of pupils. They should not use language which is discriminatory and demeaning in relation to gender, religion, ethnicity, sexual orientation, disability or age. Staff should not make sexual innuendos or any comments of a sexual nature (other than in the context of the curriculum).

INFATUATIONS AND CRUSHES

These sometimes develop and can involve pupils and teachers of both sexes on both a heterosexual and homosexual basis. They must be handled sensitively to avoid false accusations. It is therefore in the interest of all concerned to avoid adding to the pupil's problems by encouraging the crush or making jokes about the situation. Any concerned member of staff should consult with the DSL in the first instance and other members of staff have a part to play too, in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise the hurt, distress and risk to the teacher concerned. If a member of staff is concerned that he/she is developing a friendship with a pupil which would have the potential to become an unacceptable relationship, then he/she must ensure that the relationship must not develop further and raise the issue with the DSL.

CHILD PROTECTION/SAFEGUARDING INVESTIGATIONS

If an allegation is made of physical or sexual abuse against a teacher, then the Head Teacher will have to make an assessment of that allegation. If it is decided that the allegation needs investigation, then for legal reasons the Police and Social Services will be called in without prior internal investigation.

CONFIDENTIALITY AND DATA PROTECTION

Staff must respect the privacy of pupils, parents and colleagues and must not pass information about, for example, addresses or telephone numbers to others, without checking first with the person concerned.

Information about pupils, parents or colleagues must never be disclosed to telephone enquirers. You should ask the enquirer to put the request in writing so that it can be dealt with appropriately.

MOBILE PHONES, DIGITAL COMMUNICATION & SOCIAL MEDIA

This policy applies to the whole school and the EYFS setting and therefore covers the use of cameras and phones by others when in the setting or working with the EYFS children, such as older pupils, visitors, volunteers, parents etc.

- Transparency, openness and appropriate professional purpose must underpin all academic and pastoral interaction with pupils via electronic and digital means.
- Staff should only use school email addresses to communicate with pupils and parents.
- The schools' digital learning platforms should be the default forum for digital communication on academic matters between staff and pupils and parents.
- Pupils' mobile telephone numbers and text messages should not be used and mobile phone numbers of pupils must not be stored on a personal mobile and pupils should not ever have access to teachers' personal mobile numbers (Form Tutors and other pastoral staff may keep confidential paper copies of pupil's telephone numbers with the prior approval of the DSL, for exceptional pastoral circumstances).
- Only use a school-issued mobile to contact a pupil (e.g. on a trip or school outing).
- All staff using email need to be aware of the less formal style that can characterise this form of communication and should ensure that emails do not convey an inappropriate tone. Repeated email communication is a particular cause for concern, as it can spiral out of control almost unnoticed by those conducting it.

FACEBOOK, INSTAGRAM AND OTHER SOCIAL NETWORKING SITES

- Staff must consider carefully the public nature of such sites and decide if it is appropriate to join.
- Do not mention the name of the school on your personal sites and ensure that any pictures of the school or its pupils are removed.
- Ensure that you have the correct security and privacy settings on your sites. Be aware of the information about you that may be available on the web and social network sites and that may be open to parents, pupils and colleagues. If you have any concerns that anything exists that could compromise your professional reputation, or undermine the reputation of the School – inform the DSL without delay.
- Training and privacy settings on social networking sites and their safe use can be obtained from the Bursar and please refer to the school's IT policy on social media. Privacy settings must be updated regularly as social media can change its operating procedures. It is the responsibility of each member of staff to check their settings are up to date.

- Contact between staff and current pupils on Facebook and other social network sites is prohibited. Never allow an existing pupil to join your circle of “Friends”.
- It is not acceptable for any member of staff to be Facebook “friends” or linked via any other social networking site, with a current or former pupil under the age of 18. Even at this point, staff must consider carefully the extended network of “friends” of former pupils that may include siblings and parents still within the school.
- Online gaming between staff and students is prohibited.
- Members of staff should report any unwanted contact/emails/messages from pupils to the DSL immediately. Do not engage with any inappropriate digital contact from pupils.

PHOTOGRAPHY/VIDEO & AUDIO RECORDING

- Recordings must never be taken using personal equipment.
- Any record taken of a pupil must be for legitimate educational reasons and only taken on a school camera or phone. Such recordings must be transparent and obvious and approved in advance by the Head Teacher.
- Parent’s consent is obtained on admission to the school and requested whenever pupil’s go on a trip.
- Pupil consent must always be obtained unless covered by a previously completed admission disclaimer.
- It is never acceptable to record pupils where they may not be fully dressed, e.g. backstage in drama productions, or changing rooms or sports venues.

EXPLICIT/SENSITIVE TEACHING MATERIALS

The use of books, videos and films of an explicit or sensitive nature, particularly in relation to language or sexual behaviour must be given careful consideration to ensure that its selection is not misinterpreted. There must always be a clear link between the schemes of work.

REPORTING INCIDENTS

Teachers must report any concerns that they may have following any incident where s/he feels that his/her actions may have been misinterpreted. This report must be made to the DSL as soon as possible after the incident and should include as an immediate follow up the preparation of a written note of the incident, a copy of which must be given to the LS Deputy Head or member of SLT.

WHISTLEBLOWING

Staff have a duty to report another member of staff who they believe is not following these guidelines and thus may be putting themselves at risk of allegations or endangering the school’s reputation. Any concerns about a child or the possibility of any abuse by a member of staff should be reported immediately. For full details about whistleblowing – please see the school’s Whistleblowing Policy.

APPENDIX 3

Camera, mobile phone and photography policy for EYFS – Reception Class

This policy applies to the use of cameras and phones by others when in the setting or working with EYFS children, such as older pupils, visitors, volunteers, parents etc.

The Data Protection Act does not prevent parents and teachers from taking photos of events such as the Christmas play, end of year performance or sports day – asking permission to take photos is normally enough to ensure compliance.

For further information please read the Information Commissioner’s Office Good Practice note: [http://ico.org.uk/for_organisations/sector_guides/~media/documents/library/Data_Protection/Practical_application/TAKING PHOTOS V3.ashx](http://ico.org.uk/for_organisations/sector_guides/~media/documents/library/Data_Protection/Practical_application/TAKING_PHOTOS_V3.ashx)

Policy statement

We have procedures in place which we ask everyone to respect, to help promote the safety of the children in our care.

At Park School, for Reception Class we use photographic images to record children’s progress and development during their time in the EYFS. When parents sign the terms and conditions document on joining the school they agree to the use of their children’s images being used for publicity and promotion of the school. They can opt out of that permission if they choose to.

This policy details the procedures we have in place to safeguard children and adults and to ensure that images are not misused.

The policy is based on the key principles of the right to privacy and safeguarding children. It covers still and video images wherever they are used and however they are captured.

The good practice outlined below is intended to protect our children whenever photographs are taken and used. In addition, the school is mindful that it has a duty under Human Rights legislation and the Data Protection Act 1998 to respect the right to privacy of people in photographs.

EYFS key themes and commitments

A Unique Child	1.3 Keeping safe
Positive relationships	2.1 Respecting each other
	2.2 Parents as partners
Enabling environments	3.4 The wider context
Learning and development	4.4 Personal, social and emotional development

Typical Uses of Photographs

At Park School, Reception Class photographs are normally taken and used for the following purposes:

- Displays of the children’s work/activities
- Personal records of achievement for each child
- School web site and Newsletter

Photographs are normally only taken by Reception Class staff. Parents and carers are only permitted to take photographs at, School performances and events. The Reception Class teacher will make it clear at each event whether or not parents/carers are permitted to take photographs. If the school engages a photographer for any reason, this is notified to parents separately and the photographer is supervised at all times. Images are stored on the Reception Class computers and are password protected. Staff are not permitted to store these images on their own computers or devices.

Consent

Children are only photographed with the consent of parents/carers. Written permission is obtained when a child joins the Reception Class and the level of consent, including where the images may be used (e.g. personal records only, personal records and website) is noted for each child.

The EYFS teacher is responsible for ensuring that staff are all aware of any children who may not be photographed or where there is limited consent. Children's images on the website will not be named.

Guiding principles for staff as to how images can be used and captured by the school

Images may only be captured on school cameras and the images stored on those cameras and on the Reception Class computers. Mobile devices, such as mobile phones may not be used under any circumstances and images must not be transmitted over the internet.

In addition:

1. All children must be appropriately dressed.
2. Avoid images that only show a single child with no surrounding context. Photographs of three or four children are more likely to include the learning context.
3. Use photographs that represent the diversity of children participating.
4. Do not use images that are likely to cause distress, upset or embarrassment.
5. Do not use images of a child who is considered vulnerable, unless parents/carers have given specific written permission.
6. Avoid naming children in photographs in any context other than their personal file or Learning Journey.
7. Report any concerns relating to any inappropriate or intrusive photography.
8. Remember the duty of care and challenge any inappropriate behaviour or language.
9. The Reception Class teacher will regularly review (at least annually), stored images and delete unwanted and out of date material
10. Photographs must not be taken in the cloakroom/toilet areas.
11. Parents/carers should be made aware of the need for sensitivity and respect when filming/photographing events featuring their own child(ren). The Reception Class teacher should

monitor the use of cameras at these events and ask anyone behaving inappropriately to cease filming/taking photos.

If children photograph each other, for example, as part of ICT, the guidelines for these photographs are the same as the general guidelines detailed above.

Training and Portfolios

During training, it is sometimes necessary to compile portfolios with photographs of children. These photographs should not show children's faces and parental permission should be sought in any case. Staff should act responsibly in compiling and using these images.

The Reception Class teacher may ask to oversee the compiled images as part of the management process. For a portfolio compiled by the Reception Class teacher, the Head Teacher may ask to oversee the compiled images.

Staff are not to take images of children home for the purpose of editing and are prohibited for accessing images stored in the cloud or on the school server from home?

Mobile Phones

This policy applies to the use of cameras and phones by others when in the setting or working with EYFS children, such as older pupils, visitors, volunteers, parents etc.

- Mobile phones must not be used when working with children.
- Mobiles must be kept on silent during working hours and with staff belongings in the staff room.
- Mobiles may only be used on a designated break and only in a child free area of the EYFS setting (e.g. the staff room).
- A designated school mobile only should be used on EYFS outings. However, in the event that this is not available staff may use mobiles on outings for EYFS/emergency use only.
- Mobiles must never be used to take photographs of any of the children or any area of the EYFS or the work or any member of staff at work.

APPENDIX 4

THE COUNTER-TERRORISM SECURITY ACT – THE PREVENT DUTY

The Safeguarding policy for Park School includes the duty to promote British values in order to counter the extremist narrative and prevent young people from being radicalised and drawn into terrorism.

Definition

Radicalisation refers to the process by which a young person comes to support terrorism and forms of extremism.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology.

Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with the specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Potential Indicators

- **Vulnerability** – Identity crisis, personal crisis, personal circumstances, unmet aspirations, criminality.
- **Access to extremism:** Association with individuals or groups known to be involved in extremism, accessing the internet to contact groups associated with extremism or material promoting extremism, contact with extremist organisations or training, involvement in distributing extremist material, involvement in demonstrations or fund-raising for extremist causes, evidence of sympathy with extremist groups and/or views.
- **Experiences, Behaviours and Influences:** Peer, social, family or faith group rejection. Evidence of extremist ideological, political or religious influence on the child? Personal and emotional impact on the child of international events in areas of conflict or civil unrest leading to the development of extremist views.
- Significant shifts in the child's conduct to suggest new social influences. Conflict with family or school over beliefs, lifestyle, dress, choices. Evidence of support (verbal or written) for terrorist acts or extremist groups/views. Has the child witnessed, or been the victim of, racial or religious hate crime or sectarianism?
- **Travel:** Is there a pattern of travel within/outside the UK for the purposes of extremist activity? Has the child travelled for extended periods of time to locations associated with extremist activity? Has the child ever sought to disguise their true identity?
- **Social Factors:** Experience of financial difficulty, disadvantage, discrimination or social exclusion. A lack of affinity with others or social exclusion from their peer groups? Learning difficulties or mental health needs? A simplistic or flawed understanding of religion or politics? Involvement with crime? A foreign national, refugee or awaiting a decision on their immigration status? Insecure, conflicted or absent family relationships? A significant adult in the child's life who has extremist views or sympathies.

Statutory Prevent Duty Obligations

Park School acknowledges that, under the Prevent Duty (June 2015) the school has a duty:

- To continually assess the risk of our pupils being radicalised or drawn into terrorism.
- To build our obligations under the Prevent duty into our existing local safeguarding partnerships, policy and processes.
- To raise the awareness of staff, through appropriate training, so that they are equipped to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- To ensure that our school IT systems are safe and protected from terrorist or extremist material through appropriate filtering and monitoring systems. Pupils will also be taught about online safety more generally.

Prevent Duty Referral Process

Where a member of staff at Park School has concerns that a young person might be considering extremist ideologies and/or may be radicalised or would benefit from specialist support to challenge extremist ideologies – contact with the schools DSL should be made without delay.

The DSL and Pastoral staff will discuss these concerns and will consider seeking external advice and guidance where necessary and appropriate. They will refer young people on to the Redbridge Channel Panel under the local Prevent Duty strategy.

The Redbridge Senior Community Safety Policy Officer and his team can be contacted for advice prior to making a formal referral. Formal Prevent referrals will be submitted according to the guidance

offered by Redbridge, and other local authorities, and Park School will contribute to multi-agency Channel panels as necessary to offer the most appropriate support to the pupil and/or family.

Training of all staff will take place in April 2016. Thereafter Prevent Duty reminders for staff will be repeated annually during Safeguarding Inset.

Prevent Duty Monitoring and Review:

The School has developed an action plan to implement and monitor our response to the Prevent Duty, overseen by the Designated Safeguarding Lead.

It will include:

- Leadership and training at Senior Management and Governance level on fulfilling our Prevent obligations.
- A commitment to working in partnership with other agencies.
- Providing appropriate training for staff, including the risk of radicalisation without our Safeguarding policy and procedures.
- Embedding opportunities within the curriculum and co-curricular activities to actively promote British values and to develop the critical thinking of pupils.
- Continuing to promote e-safety among the pupil body.
- Implementing protocols to log visiting speakers to the School, checking their suitability and monitoring the content of such presentations.

VISITING SPEAKERS

The Prevent statutory guidance requires schools to have clear protocols for ensuring that any visiting speakers who might fall within the Prevent duty, whether invited by staff or pupils, are suitable and appropriately supervised.

Speakers who have not had the range of checks that apply to staff employed by the school, or to volunteers in regulated activity, are not to be left unsupervised with pupils. In addition, the school will endeavour to find out as much information as possible on the speaker before an invitation is confirmed, which should include, for example, an internet search, in order to ensure, as far as possible, that the individual does not represent a threat in regard to the school's Prevent duties.

We also endeavour to vet the content of visitors' presentations to pupils in advance of a presentation.

Checks made of this nature will be recorded on the schools' Single Central Register.

APPENDIX 5

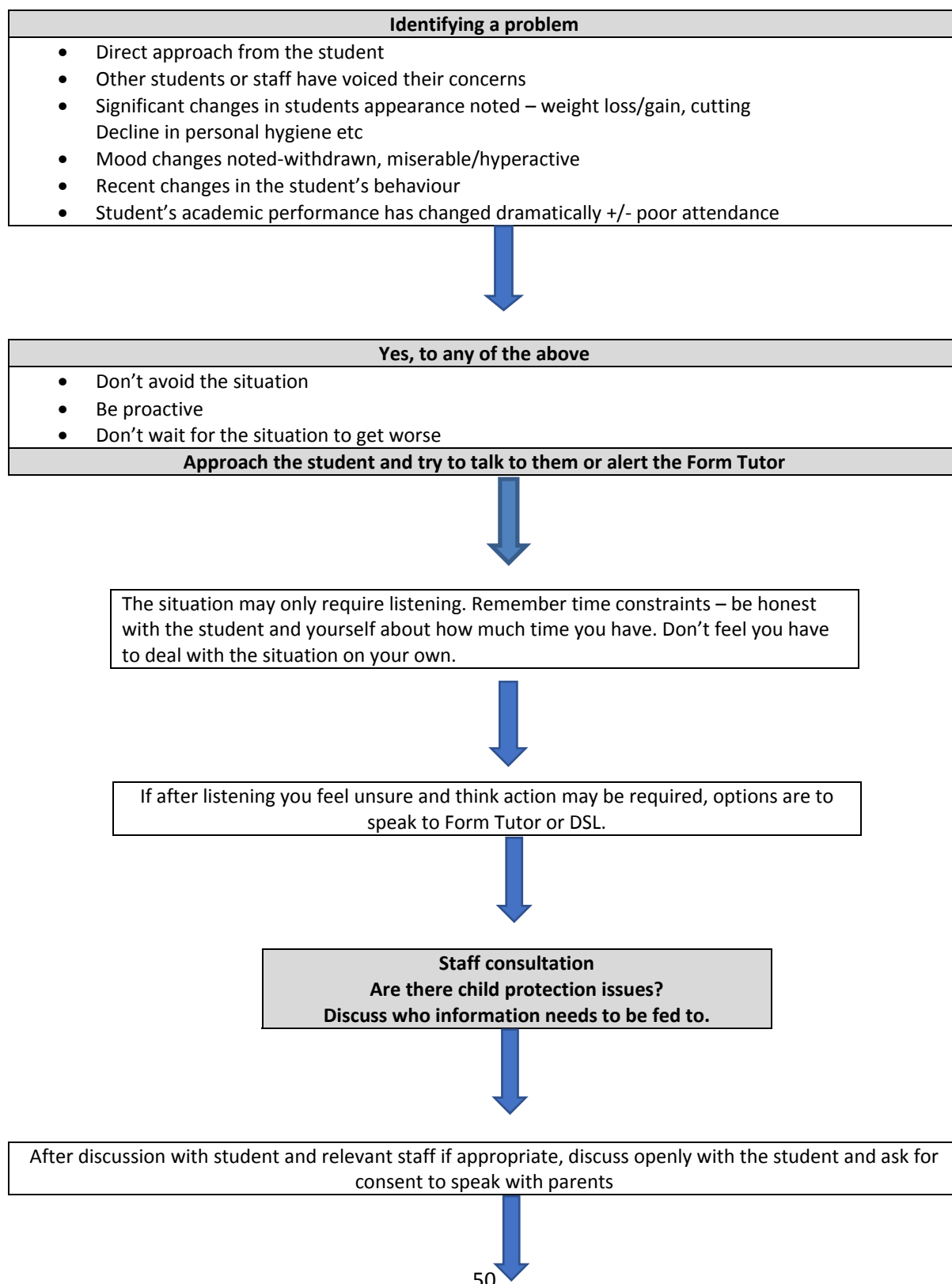
7 Golden Rules

- 1. The Data Protection Act and human rights law are not barriers to justified information sharing.**
- 2. Be open and honest with the individual (and/or their family where appropriate) from the outset.**
- 3. Seek advice if in doubt.**
- 4. Share with informed consent where appropriate. You may still share information without consent if, in your judgement there is good reason to do so.**
- 5. Consider the safety and well-being of the individual and others.**

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure.
7. Keep a record of your decision and reason for it.

Appendix 6

Flow chart for Staff Guidance



If student does want to talk about their problems	If student DOES NOT want to talk about their problems
<ul style="list-style-type: none"> • Assist in making appropriate referral, [maybe internal or external] and set up the relevant support and named focal point in school. • Referral can be made to mental health services or GP by a member of the Designated Safeguarding Team. • Keep good records 	<ul style="list-style-type: none"> • Try to encourage them to tell their parents or speak with a member of the Designated Safeguarding Team. • If unsuccessful, keep open communication with the pupil and keep using gentle encouragement. They may just need time to get used to the idea. • If student is unable to tell their parents offer the student an open invitation to come back and talk to you; offer to help to support student in telling their parents, or explain that if they do not tell their parents you may have to call to inform them – explain justification to the pupil. • Nominate staff member to tell parents unless inappropriate [CP issues or pupil confidentiality] • Keep good records. • Discuss with the DSL if concerned about lack of progress or student safety. • FOLLOW UP



You do not need to solve the problem
<ul style="list-style-type: none"> • Try not to take responsibility for the pupil's problems • Try not to give advice out of your area • Remember to look after yourself • Seek support from others

Revised by the Head Teacher

Mrs A Nicholas

September 2018

Approved by Chair of Governors

Mr Smith

September 2018

Date for review

September 2019