

THE GODOLPHIN SCHOOL

Policy for

Safeguarding children and promoting welfare within the School

including the Early Years Foundation Stage (EYFS)

(Regulatory)

Reviewed by: Head of Prep, Senior Deputy Head, Governing Body
Last reviewed: August 2018;
Next review due: September 2019

See also the following School documents:

Attendance and Absence (incorporating Missing Child)
Behaviour and discipline
E-Safety Acceptable Use policies
Equality and Diversity
Intimate Care (Prep, EYFS)
Living Together at Godolphin – Anti-Bullying
Living Together at Godolphin – complaints by pupils
Missing Child, Prep
Mobile phones and other devices
'Multi-Agency Statutory Guidance on Female Genital Mutilation' (April 2016)
Pastoral Care and Personal Development
Positive Mental Health
Provision for pupils with particular religious, dietary, language or cultural needs
PSHCEE scheme of work
Recruitment, selection and disclosure policy and procedures
School Rules
Sex and Relationship Education
Staff Code of Conduct
Whole School Welfare and Safeguarding Risk Assessment
Whistleblowing

Safeguarding: Summary of Key Information 1 Useful contacts

Mr. Richard Dain, Designated Safeguarding Lead (DSL) for Child Protection, including EYFS	01722 430512 dainr@godolphin.wilts.sch.uk
Mrs Jenny Price, Deputy DSL for Child Protection	01722 430613 pricej@godolphin.wilts.sch.uk
Miss Julia Miller, Deputy DSL for Child Protection and responsible for the EYFS	01722 430652 millerj@godolphin.wilts.sch.uk
Mrs Emma Hattersley, Head	01722 430511
Ms Alex D’Arcy-Irvine, Clerk to the Chair of Governors	01722 430522
Dr Rosemary Griffiths, Governor for Safeguarding	01264 321550 01722 712594 (evenings) griffithsr@godolphin.wilts.sch.uk
Wiltshire Multi-Agency Safeguarding Hub Out of hours emergencies	0300 456 0108 0300 456 0100
Local Authority Designated Officer for Allegations	01225 713 945
Wiltshire Schools’ Advisor Child Protection	01225 756193
Early Help Common Assessment Framework (CAF) advice	01225 718230
Early Years advice service	01225 757950
Salisbury Area Office	01722 377551
Local Authority Safeguarding Champions (Head of Safer Care & Child Protection)	01225 713 946
Hampshire Multi-Agency Safeguarding Hub Out of hours emergencies	0300 555 1384 0300 555 1373
Dorset Multi-Agency Children’s social care	https://www.dorsetforyou.gov.uk/children-families/child-protection-and-how-to-report-a-concern.aspx
DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 020 7340 7264 and counter-extremism@education.gsi.gov.uk	
NSPCC Whistleblowing Helpline	0808 800 500
Police (non-emergency number)	101

2. Flowcharts published by Wiltshire Safeguarding Children Board



What to do if you are worried a child is being abused and neglected

Member of staff has concerns about a child's welfare

- Be alert to signs of abuse and question unusual behaviours

Where a young person discloses abuse or neglect

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

Discuss concerns with the School's Designated Safeguarding Lead : Richard Dain (512); Jenny Price (613); Julia Miller (652)

The **Safeguarding Lead** will consider further actions required, including consultation with MASH (number below). Concerns and discussions, decisions and reasons for decisions should be recorded in writing by agency/organisation.

In exceptional circumstances or in the absence of a Safeguarding Lead the individual may contact MASH directly.

Still have concerns – **refer to MASH**

No longer has safeguarding concerns

Multi-agency Safeguarding Hub:

During office hours: **0300 456 0108**

Out of hours Emergency Duty Team (5.30pm to 9.00 am): **0300 456 0100**

If the child is in immediate risk dial 999 and ask for police assistance

Additional/unmet needs –

consult with relevant agencies and undertake an Early Help CAF and Team around the Child meetings

MASH

1. Acknowledge receipt of referral
2. Decide on next course of action (within 1 working day)
3. Feedback decision to referrer (e.g. further assessment including Strategy Discussion /Child protection enquiries; no further action required for Children's Social Care and Early Help CAF recommended; referral to other agency for service provision).

This flowchart is intended for use as a brief guide. Please refer to the DfE Guidance 'What to do if you're worried a child is being abused' guidance, which includes definitions and possible indicators of abuse (including child sexual exploitation), www.wiltshirescb.org

ALLEGATIONS AGAINST ADULTS - Risk of harm to children
GUIDANCE FLOWCHART



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

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

Where a young person discloses abuse or neglect

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

Report immediately to your Headteacher / Principal
Any concern or allegation against the Headteacher / Principal will be reported to the Chair of Governors

Unless there is clear evidence to prove that the allegation is incorrect, the Headteacher / Principal **must:**

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

Designated Officer (direct line): 01225 713945

Multi-agency Safeguarding Hub (MASH): 0300 456 0108

Out of Hours Emergency Duty Service (5.30pm to 9.00am): 0300 456 0100

The Designated Officer will:

1. Consider the relevant facts and concerns regarding the adult and child or children, including any previous history
2. Decide on next course of action - usually straight away, sometimes after further consultation with other multi-agency parties such as the Police and HR.

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

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

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1. Safeguarding Policy and Procedures (including within the Early Years Foundation Stage (EYFS))

This policy is drawn up in accordance with the Department for Education regulatory guidance *Keeping Children Safe in Education* (KCSIE, September 2018) and locally agreed interagency procedures as drawn up and implemented by Wiltshire Safeguarding Children Board (WSCB). The framework for managing cases of allegations of abuse against people who work with children is set out in *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* (WT, July 2018), *What to do if you're worried a child is being abused* (March 2015) and HM Government's *Information Sharing* (March 2015) which together provide an overview of how allegations should be handled.

The School has regard to the Children Act, 2004 and to the Early Years Foundation Stage (EYFS) Statutory Framework (April 2017)

This policy is available to parents in the Parents' Handbook, on the School Website www.godolphin.org, and on request from the School office.

Purpose

The safeguarding and welfare of all our pupils is the School's highest priority.

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

The School's policy and procedures in relation to these issues are designed to ensure that all pupils are properly protected and cover the following areas –

- The designation of members of staff with appropriate status and authority, together with a governor, to take responsibility for safeguarding and child protection matters
- The induction and training of all designated persons: governors, staff and volunteers
- The arrangements and systems in place to promote pupils' welfare and safety
- The arrangements for reviewing the School's safeguarding policy and procedures and their implementation
- The operation of safer recruitment procedures in checking the suitability of staff and volunteers, including carrying out the required safeguarding checks prior to appointment, as laid out in the policy on Staff Recruitment
- The policy and procedures for dealing with concerns about a pupil, in accordance with locally agreed inter-agency procedures
- The arrangements for handling allegations of abuse against members of staff, volunteers and the Head
- being alert to the needs of children with physical and mental health conditions;
- assessing the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding of the potential risk in the local area;

- identifying children who may be vulnerable to radicalisation, and knowing what to do when they are identified; and
- considering and developing procedures to deal with any other safeguarding issues which may be specific to individual children in the School or in the local area.

For the purpose of this policy and these procedures a “child” is a person under 18 years but the principles set out apply also to vulnerable young adults of 18 or more. Child abuse can affect children from any social background and can take place in a family or institutional setting by persons known to the child as well as by others. Staff must adopt an attitude of ‘it could happen here’, their response to concerns being one of ‘what might happen if I do not pass on my concerns?’ rather than ‘what might happen if I do?’ **Our key policy is ‘if it causes you concern, pass it on; tell the DSL immediately’.**

Staff must be particularly alert to the specific needs of children who are disabled, those with mental health difficulties, those with special educational needs (SEN), those missing education and those who act in the capacity of young carers in their family home. Such children, or those who have English as an Additional Language, may be more vulnerable and may find it harder to express their needs, and there may be cultural barriers which might prevent a girl from making a disclosure. Staff must be alert to the signs which might suggest there are concerns that the child is suffering or likely to suffer significant harm or has additional needs which may require support from the local authority or other external agencies. Similarly, children are likely to be more vulnerable if there are problems at home such as domestic violence, alcohol, substance abuse, truancy or sexting. Staff must be alert to such children and raise concerns they have with the DSL immediately.

Staff need to be alert to possible patterns of absence to help detect this and raise concerns with the DSL immediately. Some children who go missing regularly or permanently may be being used to traffick drugs, sometimes known as ‘county lines’ or may be being subjected to another form of abuse.

The School also has due regard to the need to prevent children from being drawn into extremism and terrorism. The School’s aim is to **Prevent** abuse and radicalisation through education of the students and staff so that early help can be given before any abuse takes place or radicalisation is detected; to **Identify** students who may be at risk of or are being drawn into extremism or terrorism (see Appendix 3); to **Protect** students when any allegation has been made or any concern raised by reassuring them of the actions we take to protect them, and when they may be drawn towards terrorism; and to **Pursue**, through contact with other agencies, any concerns that we have in order to prevent further abuse or coercion from happening and for robust action to be taken where abuse or coercion has been identified. Where possible, the School seeks to engage the child’s parents unless to do so would put the child at risk.

This policy aims to provide further guidance in this respect since at all times staff must remember that at the centre of our concerns is the child.

The documents referred to above can be accessed as follows:

Keeping Children Safe in Education (KCSIE, September 2018) :

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (WT, July 2018):
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
What to do if you're worried a child is being abused (March 2015) :
<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>
 HM Government's *Information Sharing*:
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
 Revised Prevent duty guidance for England and Wales (March 2016):
<https://www.gov.uk/government/publications/prevent-duty-guidance>
 Protecting children from radicalisation: the prevent duty (July 2015):
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
 The use of social media for on-line radicalisation:
<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>
 (UKCCIS) guidance on Sexting in Schools and Colleges: "*Responding to incidents and safeguarding young people*" (2016).

Resources promoted by the DfE for teaching children how to keep safe can be found at:

The UK Safer Internet Centre (www.saferinternet.org.uk)

CEOP's ThinkuKnow website (www.thinkuknow.co.uk)

Some other useful resources can be found in the DfE advice:

Mental health and behaviour in schools (March 2016)

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Counselling in schools: a blue print for the future (March 2015)

<https://www.gov.uk/government/publications/counselling-in-schools>

2. Scope and Responsibilities

2.1 The policy and procedures apply to the Head and all staff (including supply and visiting staff), volunteers, contractors and others having contact with the pupils.

2.2 All staff, Governors and volunteers of the School are under a general legal duty:

- to protect children from abuse;
- to be aware of the terms and procedures in this Policy and to follow them;
- to know how to access and implement the procedures in this Policy, independently if necessary;
- to keep a sufficient record of any concerns, discussions and decisions in accordance with this Policy; and
- to report any matters of concern in accordance with this Policy.

- 2.3 Staff connected to the School's Early Years and Later Years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to their contract of employment in respect of their ongoing duty to update the School.
- 2.4 When staff from another organisation work with the School's pupils on another site – such as joint ski trips with another school or a trip to a Field Centre which includes overnight residence – assurance is sought in writing and recorded that these staff have undergone appropriate child protection checks and follow appropriate safeguarding and child protection procedures.
- 2.5 The School has designated members of staff responsible for safeguarding and child protection (the Designated Safeguarding Lead or DSL) to whom any concerns or allegations must be addressed immediately and who will offer appropriate support, advice and expertise to staff on matters of safety and safeguarding, and to refer to other agencies as appropriate. The governing board should decide who appoints the DSL. The DSL in the School is Mr Richard Dain (Senior Deputy Head), and the Deputy DSLs (DDSL) are Mrs Jenny Price (Pastoral Deputy Head) and Julia Miller (Head of Prep) whose responsibilities include safeguarding children in the EYFS. Their contact numbers and email addresses are shown at the front of this document.
- 2.6 The Nominated Safeguarding Governor responsible for child protection is Dr Rosemary Griffiths. Her contact number and email address are shown on page 2. Her main role and duties are set out in the Terms of Reference for the Safeguarding Governor, as adopted by the Governing Body from time to time (copies available from the DSL), and include the promotion of well-being, safeguarding and child protection issues at the highest level within the School. She works closely with each of the designated members of staff, meeting at least termly with the DSL, and undertakes an annual child protection audit with them. In addition, the Safeguarding unit of Wiltshire Council undertakes an annual audit of school procedures and documentation which is reviewed mid-year. Both audits are reported on to the Governing Body at least annually at the full governors' meeting in June and any deficiencies or weaknesses in the arrangements or their implementation are remedied without delay.
- 2.7 The Governing Body is accountable for ensuring the School has effective policies and procedures in place, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This is reviewed at termly meetings of the full Governing Body. The Governing Body ensures that the School:
- safeguarding arrangements take into account the procedures and practice of the Wiltshire Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document
 - contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of children are identified and support to children subject to child protection plans
 - operates safe recruitment procedures, such as carrying out the required safeguarding checks, which is done through a termly review of the Single Central Register and interviewing key staff involved in recruitment

- has arrangements to deal with allegations of abuse
- has designated persons with status and authority to deal with Child Protection procedures
- carries out training as specified below
- carries out induction for new staff and volunteers working with children
- makes temporary staff aware of the child protection arrangements
- operates an IT system which filters and monitors internet traffic appropriately and effectively in line with KCSIE (September 2018), Annex C
- remedies any deficiencies or weaknesses in the arrangements or their implementation without delay.

3. Primary Considerations: a child-centred approach

The Children Act 2004 lists the following as key areas which the School must promote effectively for all children:

- physical and mental health and emotional well-being
- protection from harm and neglect
- education, training and recreation
- the contribution made by children to society
- social and economic well-being

The following paragraphs are taken from HM Government's document 'Working together to safeguard children' (July 2018) :

A child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take.

Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs.

Everyone who works with children has a responsibility for keeping them safe. No single practitioner can have a full picture of a child's needs and circumstances and, if children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

Children have said that they need:

- *Vigilance: to have adults notice when things are troubling them*
- *Understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon*
- *Stability: to be able to develop an on-going stable relationship of trust with those helping them*
- *Respect: to be treated with the expectation that they are competent rather than no*
- *Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans*
- *Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response*
- *Support: to be provided with support in their own right as well as a member of their family*
- *Advocacy: to be provided with advocacy to assist them in putting forward their views*
- *Protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee*

Students at all levels in the School are taught about safeguarding in ways which are appropriate for their age and understanding, through assemblies and tutor times, through teaching and learning opportunities, through bulletins and emails and especially through the Personal, Social, Health and Economic (PSHCEE) programmes which are taught through the School. These cover issues relevant to the students' wellbeing, including online safety. Posters around the School remind students of who to contact if they wish to speak with someone.

In the Prep, the pupils undertake activities to make them aware of the importance of keeping safe. They learn about road safety, water awareness in swimming lessons, fire safety and in Year 6 learn basic life-saving and First Aid skills as part of their EGA programme. Pupils are also taught about staying safe online, for example through discussion of the Student ICT Acceptable Use Policies and visits from experts such as Karl Hopwood. The Boarding Handbooks also give guidance to students on staying safe.

4. Concerns about a Pupil

- 4.1 "Child abuse" is defined by the NSPCC as "when an adult harms a child or a young person under the age of 18... Child abuse can take four forms, all of which can cause long-term damage to a child: physical abuse, emotional abuse, neglect and child sexual abuse. Bullying and domestic violence are also forms of child abuse."
- 4.2 Abuse may also be perpetrated by a child on another child. See also section 5 below about types of abuse and specific safeguarding issues.
- 4.3 The signs and behaviours that may indicate that a child is being abused can be varied and, though not evident themselves, may be a warning particularly if a child exhibits several of them or a pattern emerges. Abuse may occur in or out of school.
- 4.4 A "child in need" is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development,

or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

A “child at risk” is a child who is experiencing or likely to experience imminently “significant harm”. “Significant harm” is the statutory threshold that justifies compulsory intervention by statutory agencies in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. Sometimes it might be a single traumatic event but more often it is a compilation of significant events which damage the child’s physical and psychological development. Decisions about significant harm are complex and require discussion with the statutory agencies.

4.5 The DSL is normally responsible for referrals to Children’s Social Care . However, **any person may make a referral to Children’s Social Care where they have a concern that a pupil is suffering from or is likely to suffer from immediate significant harm or in exceptional circumstances**, such as in an emergency or where there is a genuine concern that appropriate action has not been taken. For details, see 6. The DSL must be informed as soon as possible after such a referral has been made.

4.6 If parents have concerns about a pupil’s welfare or that she may be suffering or at risk of suffering child abuse or significant harm they must contact either the relevant DSL (Richard Dain on 01722 430 513), DDSL (Julia Miller on 01722 430 652 or Jenny Price on 01722 430 613); for other contact details, see Page 2) or Wiltshire Children’s Social Care (0300 456 0108; out of hours emergencies: 0300 456 0100) or Hampshire Children’s Social Care (0300 555 1384); out of hours emergencies: 0300 555 1373) or the Children’s Social Care office of the county where the child is resident.

4.7 Research shows that children are best served when Early Help is sought, so it is important to identify emerging problems, raise concerns at the earliest opportunity with the DSL or Deputy DSL who will act as the lead professional in undertaking an early help assessment in conjunction with the staff involved in the care and education of the child. Guidance on when to make a referral to Children’s Social Care can be found in the document Multi-Agency Thresholds for Safeguarding Children (Dec 2014), accessible at: <http://www.wiltshirelscb.org/thresholds>

4.7 In addition, Wiltshire Children’s Social Care or one of the Local Authority Safeguarding

Champions can provide advice and guidance. The School, including the Prep, supports the guidelines set out in the Wiltshire Council Child Protection Training Package.

4.8 All action is then taken in line with the following guidance:

- *Keeping Children Safe in Education (KCSIE – September 2018)*
- *What to do if you’re worried a child is being abused* - (DfES, March 2015)
- *Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children* (July 2018)
- HM Government’s *Information Sharing* (March 2015)
- Wiltshire Local Safeguarding Children Board guidance, where appropriate.

- 4.9 Boarders also have ready access to an Independent Listener outside the School and are made aware of the help they could receive from independent services such as *Childline*, whose number is 0800 1111.
- 4.10 Where a disclosure has been made about an attempt to draw a child into terrorism, the teacher receiving the concern must immediately pass the report on to the DSL, the Head or to the Head of the Prep, who follow the Local Authority procedures laid out in the Authority's Channel Panel documents. In essence, a referral is made to Children's Social Care at an early stage if a student or member of staff is identified as being vulnerable to radicalisation so that Channel can provide them with appropriate support.
- 4.11 If a member of staff makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual concerned to determine whether support is required.

5 Recognising, Responding and Recording

5.1 Specific safeguarding issues

KCSIE acknowledges the following as specific safeguarding issues:

- bullying including cyberbullying
- children missing education (see also the School's Attendance and Absence policy and the Prep Missing Child policy)
- children missing from home or care
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence / violence against women and girls (VAWG)
- hate
- mental health
- missing children and adults strategy
- private fostering
- preventing radicalisation
- relationship abuse
- sexting
- sexual harassment
- sexual violence
- trafficking.

5.2 Recognising Child Abuse

What is child abuse?

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

Part one of Keeping Children Safe in Education (2018) defines the types of abuse laid out below; however, staff must be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues do overlap with one another.

i) Physical abuse

Physical abuse 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. Physical abuse, as well as being a result of an act of commission (doing something), can also be caused through omission or the failure to act to protect.

ii) Emotional abuse

Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

These may include interactions that are beyond the 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. Bullying is a form of emotional abuse and may take many forms including racist, cultural, sexual, homophobic or transgender abuse. More details are in the School's anti-bullying policy. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone.

iii) Sexual abuse

Child Sexual Exploitation (CSE) 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.

Sexual abuse can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. The activities may involve physical contact, including penetrative (e.g. rape, buggery 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 or watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). It can happen online. Sexual exploitation is perpetrated by and to people from all different walks of life. It could happen here.

Sexting occurs when a person sends or posts a sexually indecent image or message via a digital device. This may concern themselves or may be sending on images or messages about a third party. Sexting is illegal. Students are taught about the pressures they may come under to be involved in sexting, and how to protect themselves through PSHCEE lessons or workshops on online safety. Childline offers useful advice: <https://www.childline.org.uk/Explore/OnlineSafety/Pages/Sexting.aspx>

When a child is coerced into sending indecent pictures of themselves, this is an example of bullying if it comes from a peer, or even Child Sexual Exploitation (CSE) and is extremely serious. Peer on peer abuse of this type is dealt with in line with the School's anti-bullying procedures and the victim of exploitation offered appropriate support.

Grooming, namely ingratiating oneself with a child in order to perpetrate any of the activities above, whether physical or non-physical, is a criminal offence when carried out with a child under 16. The Child Exploitation and Online Protection unit (CEOP) can be contacted when staff have concerns that a student has had or fears she may have had inappropriate contact with someone online, whether an adult or someone of their own age.

Female genital mutilation (FGM) is a procedure where the female genital organs are injured or changed and there is no medical reason for this. In girls this is child abuse and a form of violence against women and girls. It is a criminal offence. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a specific legal duty to act on **teachers** along with regulated health and social care professionals in England and Wales, to report personally to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. In the event of making a referral, teachers will receive full support from the DSL. Those failing to report such cases will face disciplinary sanctions.

The police need to be informed as soon as possible after a case is discovered, taking other safeguarding considerations into account, but at least within a month of the case being reported or discovered. The police will then carry out an investigation. Staff must not examine pupils.

If there is reason to believe that FGM may be about to occur on a student under the age of 18, or suspects it may have occurred, staff must activate the School's safeguarding procedures.

In both cases, the DSL must also be informed so that a referral can be made to Children's Social Care.

The School has regard to 'Multi-Agency Statutory Guidance on Female Genital Mutilation' (April 2016).

Forced marriage: A forced marriage is one where one or both people do not (or, in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. Some communities use religion and culture as a way to coerce a person into marriage. Threats can be physical or emotional and psychological. Forcing a person into a marriage is a crime in England and Wales and therefore must be reported when it is known to have happened or where information has been received that this is likely to occur.

School staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fm@fco.gov.uk.

So-called '**honour-based' violence (HBV)** is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community. It encompasses crimes such as Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and must be handled and escalated as such. If in any doubts, staff must speak to the Designated Safeguarding Lead and collaborate with the police and other professional agencies.

Additional Guidance documents on CSE, FGM, Forced Marriages and HBV can be found using the links on page 108 of 'Working Together to Safeguard Children' (July 2018), in Annex A of KCSIE (2018) and in Multi-Agency guidelines.

iv) **Neglect**

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

A child missing from education is a potential indicator of neglect. Staff must follow the School's procedures on 'Attendance and Absence' and on 'Missing Children' to help identify those at risk of abuse and neglect.

The School routinely notifies Wiltshire Council if a student leaves School before reaching the Upper Sixth, in accordance with Government policy.

In all forms of abuse there are elements of emotional abuse, and that some children are subjected to more than one form of abuse at any one time. These four definitions do not minimise other forms of maltreatment.

5. 3 Recognising child abuse - signs and symptoms

Recognising child abuse is not easy, and it is not your responsibility to decide whether or not child abuse has taken place or if a child is at significant risk. You do, however, have a responsibility to act if you have a concern about a child's welfare or safety.

The following information is not designed to turn you into an expert but it will help you to be more alert to the signs of possible abuse. The examples below are not meant to form an exhaustive list.

The NSPCC lists some of the signs and behaviours which may indicate that a child is being abused:

- repeated minor injuries
- children who are dirty, smelly, poorly clothed or who appear underfed
- children who have lingering illnesses which are not attended to, deterioration in school work, or significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or 'don't care' attitude
- overly compliant behaviour
- a 'watchful attitude'
- sexually explicit behaviour (e.g. playing games and showing awareness which is inappropriate for the child's age), continual open masturbation, aggressive and inappropriate sex play
- a child who is reluctant to go home, or is kept away from school for no apparent reason
- does not trust adults, particularly those who are close
- 'tummy pains' with no medical reason
- eating problems, including over-eating, loss of appetite
- disturbed sleep, nightmares, bed wetting
- running away from home, suicide attempts
- self-inflicted wounds
- reverting to younger behaviour
- depression, withdrawal
- relationships between child and adults which are secretive and exclude others
- pregnancy

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.

i) Physical abuse

Most children collect cuts and bruises in their daily lives. These are likely to be in places where there are bony parts of the body, like elbows, knees and shins. Some children, however, will have bruising which can almost only have been caused non-accidentally. An important indicator of physical abuse is where bruises or injuries are unexplained or

the explanation does not fit the injury or there are differing explanations. A delay in seeking medical treatment for a child when it is obviously necessary is also a cause for concern. Bruising may be more or less noticeable on children with different skin tones or from different racial groups and specialist advice may need to be taken.

Patterns of bruising that are suggestive of physical child abuse include:

- bruising in children who are not independently mobile
- bruises that are seen away from bony prominences
- bruises to the face, back, stomach, arms, buttocks, ears and hands
- multiple bruises in clusters
- multiple bruises of uniform shape
- bruises that carry the imprint of an implement used, hand marks of fingertips

Although bruising is the commonest injury in physical abuse, fatal non-accidental head injury and non-accidental fractures can occur without bruising. Any child who has unexplained signs of pain or illness should be seen promptly by a doctor. Other physical signs of abuse may include:

cigarette burns

- adult bite marks
- broken bones
- scalds

Changes in behaviour which can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example wearing long sleeves in hot weather
- running away from home

ii) Emotional abuse

Emotional abuse can be difficult to measure, and often children who appear well cared for may be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Children who live in households where there is domestic violence can often suffer emotional abuse.

Emotional abuse can also take the form of children not being allowed to mix/play with other children.

The physical signs of emotional abuse may include:

- a failure to thrive or grow, particularly if the child puts on weight in other circumstances, e.g. in hospital or away from parents' care, or fails to grow as expected in height
- sudden speech disorders
- developmental delay, either in terms of physical or emotional progress

Changes in behaviour which can also indicate emotional abuse include:

- neurotic behaviour, e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- self harm
- fear of parents being approached

iii) Sexual abuse

Usually, in cases of sexual abuse it is the child's behaviour which may cause you to become concerned, although physical signs can also be present. In all cases, children who talk about sexual abuse do so because they want it to stop. It is important, therefore, that they are listened to and taken seriously.

The physical signs of sexual abuse may include:

- pain or itching in the genital/anal areas
- bruising or bleeding near genital/anal areas
- sexually transmitted disease
- vaginal discharge of infection
- stomach pains
- discomfort when walking or sitting down
- physical changes to the vagina or surrounding areas (FGM)
- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour, e.g. becoming aggressive or withdrawn
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- fear of being left with a specific person or group of people
- having nightmares
- running away from home or returning home late
- missing school regularly or frequently
- sexual knowledge which is beyond their age or developmental level
- talk of cutting or travelling abroad to meet an older female relative (FGM)
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about
- substance or drug abuse
- suddenly having unexplained sources of money
- not being allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults.

iv) Neglect

Neglect can be a difficult form of abuse to recognise, yet have some of the most lasting and damaging effects on children.

The physical signs of neglect may include:

- constant hunger, sometimes stealing food from other children
- being constantly dirty or smelly
- loss of weight, or being constantly underweight
- inappropriate dress for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistance and/or failing to attend appointments
- having few friends
- mentioning being left alone or unsupervised

The above list is not meant to be definitive but as a guide to assist you. It is important to remember that many children and young people do exhibit some of these indicators at some time, and the presence of one or more should not be taken as proof that abuse is occurring. However, the effects of neglect are cumulative, so accurate record keeping and revision of such records is very important to allow intervention at an appropriate time.

There may well be other reasons for changes in behaviour, such as a death or the birth of a new baby in the family, relationship problems between parents/carers, undiagnosed medical conditions etc.

5.4 Responding to the child who makes an allegation of abuse or a disclosure about an attempt to radicalise the child

An allegation or disclosure may relate to an adult or another child who has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Your responsibilities are:

- that you LISTEN to, without questioning, the allegation being made
- That you say as soon as you are able that you cannot guarantee confidentiality
- That you give re-assurance that you are taking the information seriously
- THAT YOU DO NOT ASK LEADING QUESTIONS
- That you do not ask a child to remove or move any clothing
- That you do not ask to examine any injuries, however if they show you un-asked it is all right for you to see them
- That you discuss with the Head and DSL what you have been told immediately and **NOT** with anyone else
- That you do NOT attempt to investigate the allegations yourself
- That you write notes on what you were told as soon as possible
- That you write up your record on the Child Welfare Concern Sheet at Appendix 4 and pass this to the DSL; still keep your notes
- That you do not discuss with parents/carers. The DSL will agree with the Services team when parents/carers should be contacted and by whom
- Ensure you receive feedback from the DSL on what action has been taken; contact the Head if you are not satisfied that the child is now safe
- Where it is considered that a crime may have been committed, the DSL or the Head will contact the police, in accordance with KCSIE procedures.

How to listen to young people when allegations are being made

- Try to keep calm, try not to appear shocked, even if you are
- Do listen carefully to what is being said rather than question the child
- Do allow the child to speak in their own words and try not to stop a child who is talking by asking questions
- Do use appropriate language at all times
- Do take care not to exaggerate, ignore or trivialise issues
- Do take concerns about possible abuse seriously and prioritise them

How to talk to children when allegations of abuse or attempts to radicalise the child are being made

- “What you have told me is important and I am glad you have told me”
- “I want to help you, to do so I need to tell someone whose job it is to talk to children and make sure they are safe”
- “I understand it may be difficult for you to tell me this”
- “I don’t know”. This is much better than to tell them something that is incorrect.
- “I want to make sure that I have understood exactly what you are saying, so can you tell me that again”

Don’t say things like

- “Did do it?”
- “.....did it, didn’t they”
- “I don’t believe you”
- “Are you sure?”
- “Your will get into a lot of trouble”
- “Your Mother will make sure you are safe”
- “Everything will be all right”

Remember

It is important that everyone in the school is aware that the person who first encounters a case of alleged or suspected abuse or attempt at radicalisation is not responsible for deciding whether or not abuse or radicalisation has occurred and must not conduct an investigation to establish whether the child is telling the truth. That is a task for Children’s Social Care and the Police following a referral to them of concern about a child. Your role is to act promptly on the information you have received.

Details of who to contact are shown on page 2.

Children with Special Educational Needs and Disabilities (SEND)

Children who have Special Educational Needs, who have English as an Additional Language or who are disabled are especially vulnerable to abuse and adults who work with them need to take extra care when interpreting apparent signs of abuse or neglect. Young carers, looked after children and previously looked after children are also more vulnerable. These child protection procedures must be followed in every situation where abuse is disclosed or where there are indicators of abuse or neglect. There are no different or separate procedures for children who have Special Needs, English as an Additional Language or who are disabled.

5.5 Recording concerns

Record to be made by an adult receiving a disclosure of abuse or an attempt to radicalise the child

Blank copies of the Child Welfare Concern Sheet are available on the 'G' drive for senior school staff and the 'P' drive for Prep staff and in Appendix 4 of this document.

This record must be made as soon as possible after the disclosure has been reported to the Designated Safeguarding Lead for Child Protection. The facts, not opinions, must be accurately recorded in a non-judgemental way and must include:

- The child's name, gender and date of birth
- Date and time of the conversation
- What was the context and who was present during the disclosure?
- What did the child say? - verbatim if possible
- What questions were asked? - verbatim if possible
- Responses to questions - verbatim if possible
- Any observations concerning child's demeanour and any injuries
- The name of the person to whom you reported the disclosure
- Print your name and position in school
- Sign and date the record
- Pass all of this to your Designated Safeguarding Lead for Child Protection

Thought should be given to any contextual factors, the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare. This may include knowledge you have of the different relationships that young person has formed in her neighbourhoods, in different year groups within the school, with students from other schools and online. Please add any factors you consider might be relevant. If you have made rough notes, you must keep these, (as they could be used as evidence in criminal proceedings), even if later typed or if the information is incorporated into a report.

The DSL or Deputy DSL reviews the welfare concerns for a child whenever a new concern is raised, in order to establish whether there is a pattern and to consider the effect of multiple events (for example, to help identify cases of neglect). All discussions and decisions made, including those where no further action is deemed necessary, must be recorded in writing.

6. Procedures for reporting and referral:

6.1 Early help

- 6.1.1 The School understands that providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- 6.1.2 The School's safeguarding training includes guidance about the early help process and prepares all staff to identify children who may benefit from early help. Staff are mindful of specific safeguarding issues and those pupils who may face additional safeguarding challenges.
- 6.1.3 A member of staff or volunteer who considers that a pupil may benefit from early help must in the first instance discuss this with the DSL. The DSL considers the appropriate action to take in accordance with the Wiltshire Safeguarding Children Board referral threshold document and will support staff in liaising with other agencies and setting up an inter-agency assessment as appropriate.
- 6.1.4 If early help within the School is appropriate, the matter is kept under review, and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.
- 6.1.5 For any other concerns where the threshold for Children's Social Care has not been met, a Common Assessment Framework (CAF) involving professionals working with the child and family can be completed. The Early Help CAF form is available for download or printing at from the CAF document library. A TAC ('Team Around the Child') meeting could be convened so that knowledge about the child's situation and ways to improve this can be discussed. The Early Help Service number is 01225 718 230 (9.30am – 5pm Mon-Fri) and their email address is CAF@wiltshire.gov.uk. Special help for children in Early Years can be sought on 01225 757950.

6.2 Passing on concerns about a pupil's welfare

- 6.2.1 Whenever a referral is made or there is otherwise reasonable cause to suspect that a child or young person is suffering or is likely to suffer child abuse or significant harm, details must be passed as soon as possible to the relevant DSL - or Deputy DSL when the DSL is absent. See paragraph 7 below for the procedures for dealing with allegations against staff and volunteers.
- 6.2.2 Where information is disclosed directly by a child or young person to an adult and the adult is requested to maintain confidentiality, it must be explained to the child or young person that in her interest the information has to be shared with those with a duty of care towards her.
- 6.2.3 The child's wishes and feelings must be taken into account when determining what action to take and what services to provide, ensuring that there are systems in place to enable children to express their views and give feedback. However, the child's welfare is paramount and sometimes

decisions need to be taken which may override the wishes of the child when these decisions are in her best interests.

- 6.2.4 There must be no attempt by staff to investigate the allegations of abuse. After details have been passed to the DSL, Richard Dain, or one of the deputy DSLs, Jenny Price or Julia Miller, there must be no further questioning, interview or request to write down the information. This is to ensure that information sought from the child or young person in any subsequent investigation is properly obtained, without for example asking leading questions.
- 6.2.5 On being notified of a concern the DSL will consider the appropriate type of response in accordance with the Wiltshire Safeguarding Children Board referral threshold document. Such action may include early help or a referral to Children's Social Care.
- 6.2.6 If it is decided that a referral is not required, the DSL records the decisions and the reasons for this, keeps the matter under review and consideration is given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.
- 6.2.7 Staff are reminded that normal referral processes must be used when there are concerns about children who may be at risk of being drawn into terrorism.
- 6.2.8 In accordance with these procedures, if a member of staff has a concern about a child, there must be a conversation with the DSL immediately to agree the type of response. However, any member of staff can make a referral to Children's Social Care. If a referral is made by someone other than the DSL, the Designated Safeguarding Lead must be informed of the referral as soon as possible.
- 6.2.9 Whenever a disclosure or allegation of abuse has been made, the DSL must follow guidance from the Local Safeguarding Children's Board (LSCB) threshold document.
- 6.2.10 When making a referral, it will be made clear that the matter is **Child Protection** and that the agreed inter-agency procedures are being followed. Discussion will then take place on the action to be taken. There should be a clear agreement on what action needs to be taken in respect of the child and who will inform the parents, if appropriate.
- 6.2.11 The DSL will then complete the Inter-Agency Referral Form and send copies to the relevant Children's Social Care office and, if the allegation of abuse concerns a person in a position of trust relative to the child, to the Designated Officer for Allegations from the Local Authority within twenty-four hours, retaining a copy which will be kept in a secure place separate from any record which is available to the child or young person or those with parental responsibility. The Child Protection Referral form is available for download or printing at Wiltshire Council Inter-Agency Referral form. The number for the Local Authority Designated Officer for Allegations is 01225

713945; the emergency out of hours contact number is 0300 456 0100. If a referral is made by someone other than the DSL, the Designated Safeguarding Lead must be informed of the referral as soon as possible.

- 6.2.12 The DSL ensures that relevant staff are advised in confidence that a referral has been made and that any relevant arrangements are made for the child or young person.
- 6.2.13 When sharing information, the School follows the guidance laid down in HM Government's document *Information Sharing* (March 2015)
- 6.2.14 The relevant Children's Services office will consult the Police Child Protection Unit and decide whether an investigation under S.47 of the Children Act, 1989 needs to be initiated. Children's Services will keep the School informed of progress.
- 6.2.15 If help or other support is given, the situation must be kept under constant review to ensure that the child's situation improves.
- 6.2.16 If, following a referral, the child's situation does not appear to be improving, the DSL or lead person must follow escalation procedures to ensure that their concerns are heard and the child's needs addressed.

6.3 If a child is in immediate danger or at risk of harm

- 6.3.1 If a pupil is in **immediate** danger or is at risk of harm, a referral must be made to Children's Social Care and / or the police immediately.
- 6.3.2 The DSL will inform immediately by telephone the duty social worker at the county's Multi-Agency Safeguarding Hub (MASH) when the child is at imminent risk, and in any event within 24 hours. This will normally be Wiltshire MASH on 0300 456 0108 (Out of hours: 0300 456 0100) or Hampshire MASH on: 0845 603 5620 (out of hours emergencies: 0845 600 4555) or the Children's Social Care office of the county where the child is resident. For all emergency situations, or when a child has been harmed or a crime has been committed, the DSL will call the police.
- 6.3.3 Anybody can make a referral in these circumstances. See section 6.2 above for details on making a referral.
- 6.3.4 If a referral is made by someone other than the DSL, the DSL must be informed of the referral as soon as possible.
- 6.3.5 Staff must do everything they can to support social workers following a referral of a child to Children's Social Care.

6.4 When a child leaves Godolphin

- 6.4.1 The confidential Child Protection file will be passed on by the DSL to the child's new school when her arrival has been confirmed and separately to the main School file. The School's record will be destroyed securely when receipt has been confirmed by the new school.

- 6.4.2 The DSL should consider whether it is appropriate to share any information with the new school or college in advance of a child leaving, in addition to the child protection file, in line with KCSIE (2018), for example: information that would allow the new school or college to continue supporting a victim of abuse so that they have the appropriate support in place for the pupil's arrival.
- 6.4.3 When a student leaves Godolphin from the Upper Sixth, the Child Protection file will normally be retained until the child is 25 and then securely destroyed.
- 6.4.4 Exceptions to the above might arise if there is an ongoing enquiry, such as a court case or a government enquiry such as IICSA which might necessitate the retention of the file for a further period prior to its destruction.

7. Allegations of abuse by a volunteer, a member of staff, the DSL, the Head or a governor

- 7.1 If a pupil alleges abuse by a member of staff or volunteer, the pupil must be listened to and heard and the information must be passed immediately to the Head unless the allegation concerns the Head (see 7.10). If she is absent, the information must be passed immediately to the Chair of governors who must inform and liaise with the Designated Officer for Allegations from the Local Authority.
- 7.2 If a member of staff has a concern about a colleague, this must be reported immediately to the Head. See policy on Whistleblowing.
- 7.3 The quick resolution of the allegation must be a clear priority for the benefit of all concerned. There must be no unnecessary delays at any stage of consideration or investigation.
- 7.4 If the allegation of abuse relates to a member of staff using physical force, this must be treated as a child protection matter and not initially as a matter for internal discipline.
- 7.5 Matters for which these procedures apply are when the member of staff has or is alleged to have:
- behaved in a way that has harmed a pupil, or may have harmed a pupil;
 - possibly committed a criminal offence against or related to a pupil; or
 - behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children
- 7.6 After details have been passed to the Head there must be no further questioning, interview or request to write down the information. This is to ensure that information sought from the child or young person in any subsequent investigation is properly obtained, without for example asking leading questions. No attempt must be made to investigate the allegations of abuse without prior consultation with the Local Authority Designated Officer.

- 7.7 The Head will, within one working day, refer the allegation to the Local Authority Designated Officer for Allegations (01225 713945; out of hours: 0300 456 100) for consultation and the Designated Officer will advise on the appropriate action to be taken, which could include referral to Children's Social Care. In case of serious harm or where a crime has been committed, the police will be informed by the DSL from the outset. (Other useful numbers are: Wiltshire Schools' Safeguarding Advisor: 01225 756 170, Ext: 16170; mobile: 07825 049 167; Child Protection: 01225 756193; Wiltshire HR advice re employment issues: 01225 713000).
- 7.8 Following contact with the Designated Officer, the case manager must inform the accused person of the allegation as soon as possible. It may be necessary first to consult the police or Children's Social Care services to agree what information can be disclosed. The accused person will be given support, including a named representative in the School (and their contact details) who will keep them informed of the progress of the case.
- 7.9 If the allegation is made against the DSL, the member of staff receiving the allegation must immediately inform the Head, or, in her absence, the Chair of governors, who must contact the Local Authority Designated Officer for Allegations for advice on how to proceed.
- 7.10 If the allegation concerns the Head, the person receiving the allegation must immediately inform the Chair of governors without notifying the Head first. If the allegation is made against the Chair of governors, then the Vice Chair of governors must be informed without informing the Chair first. If the Chair or Vice Chair is unavailable, another governor such as the governor responsible for safeguarding must be contacted. The person informed must contact the county's Designated Officer as described above.
- 7.11 When an allegation of abuse is made concerning a member of staff, he or she will not automatically be suspended. All options will be considered prior to taking this step. The School will follow the guidelines laid down in Part 4 of KCSIE. If an allegation is made against a member of the boarding staff and that member of staff is suspended pending investigation of a child protection nature, the School will make arrangements for alternative accommodation for that member of staff away from children. If suspension is deemed appropriate, the reasons and justification will be recorded by the School and the individual notified of the reasons.
- 7.12 Allegations found to be malicious will be removed from the personnel files of the person accused. The pupil making malicious allegations may then be subject to sanctions in accordance with the School's behaviour and discipline policy (as well as referral to the police if there are grounds for believing that a criminal offence has been committed). Allegations that are found not to be malicious but which are false, unsubstantiated or unfounded will be retained, but no reference will be made to them in employer references.
- 7.13 If the School ceases to use the services of a member of staff (whether employed, contracted, a volunteer or student) because they are unsuitable to work with children, a settlement agreement (formerly known as a compromise agreement) are not used and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met. Any such incidents will be followed by

a review of the safeguarding procedures within the School, with a report being presented to the Governors without delay.

- 7.14 If a member of staff tenders his or her resignation, or ceases to provide his or her services to the School at a time when child protection concerns exist in relation to that person, those concerns will still be investigated in full by the School and a referral to the Disclosure and Barring Service will be made promptly if the criteria for a referral are met.
- 7.15 Separate consideration will also be given to making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been dismissed had he or she not resigned) because of unacceptable professional conduct, conduct that may bring the profession into disrepute, or a conviction at any time for a relevant offence.
- 7.16 Godolphin Prep is registered with ISI for Early Years Foundation Stage provision. The School will accordingly inform ISI of any allegations of serious harm or abuse by any person living or working with or looking after children at the School's premises (whether the allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations. This will be done as soon as reasonably practicable but at the latest within 14 days.

8. Peer on peer abuse

- 8.1 Peer on peer abuse is abuse, must be recognised as such and not dismissed, for example as "part of growing up", "just having a laugh" or "banter".
- 8.2 The conduct of pupils towards each other is, in most instances, covered by the School's behaviour and discipline policies. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised. Examples of behaviour by a pupil which may raise safeguarding concerns may include:
- violence, including gender based violence and initiation/ritual type violence;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - threatening or intimidating behaviour;
 - blackmail;
 - misconduct of a sexual nature, including indecent exposure or touching, sexual harassment, sexual violence or serious sexual assaults;
 - sexting (see the School's Use of ICT, Mobile Phones and Other Electronic Equipment by Pupils for the School's approach to sexting);
 - encouraging others to engage in inappropriate sexual behaviour;
 - any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil;
 - bullying, including cyberbullying.

Procedures which the School adopts to minimise the risk of peer on peer abuse are included in the School's Anti-bullying policy, an extract from which is reproduced here:

Staff make a point of building pupils' confidence and self-esteem by recognising the achievements and positive qualities of every individual, both in private and in public where appropriate. They adopt strategies to ensure that every individual is properly involved in lessons and group activities. They make a point of expressing disapproval of unkind remarks; they do not allow pupils to exclude others from groups in class and other formal occasions.

At times such as break, meals, and social activities or outings, when there is naturally less formal supervision, staff nevertheless keep a careful eye on behaviour and relationships within groups. Staff in the Houses make a point of visiting dormitories and study bedrooms regularly at bedtimes and checking them after lights out; they spend time with younger girls in the evenings and at weekends, encouraging cooperative behaviour, and monitoring relationships.

Tutors and Housemistresses routinely see pupils on a one-to-one basis so that there are regular opportunities for any worries to be expressed.

Good behaviour and respect are promoted (see Behaviour and Discipline policy).

Staff help in the identification of potential indicators, which include pupils' lack of self-esteem; absenteeism; under-achievement; depression; differences in appearance and speech. Fundamental British Values are promoted to help raise resilience to the possibility of radicalisation, for example by challenging extremist ideology.

All staff are vigilant for possible signs of bullying, which might include, for example:

- *on the part of the victim: physical distress, tearfulness, withdrawal from group activities. Isolation in class, prep, dormitory, social activities.*
- *on the part of the perpetrator/s: exclusion of others in class, prep, dormitory, social activities. Passing comments - sometimes apparently mild or joking - obvious silence in the presence of the victim/s.*

By being alert, staff may help to identify potential difficulties in relationships and prevent them from developing into more serious, long term problems. Any concerns, however trivial, are passed to the Tutor, Head of Year, Housemistress, DSL or Head, where appropriate, immediately, so that an overall picture can be established and action taken, if necessary. Early intervention is important as patterns of behaviour can become entrenched and more difficult to change if they are left unchallenged. Concerns are recorded by staff in their Tutor files or in the girls' files.

- 8.3 If an allegation of abuse is made by a pupil against another pupil the procedures to be followed are as detailed in the School's anti-bullying policy.
- 8.4 Where an allegation against a pupil has been substantiated, both the victim and the perpetrator are treated as being at risk and safeguarding procedures in accordance with this Policy are followed. Appropriate support is provided to all pupils involved, including support from external services as necessary.

- 8.5 If there is reasonable cause to suspect that, as a result of such alleged abuse, a child is suffering, or likely to suffer, significant harm and the abuse reaches the legal threshold on what constitutes abuse, then the School reports its concerns to the relevant Local Authority Multi-Agencies Safeguarding Hub, or MASH. Contact details can be found on page 2 of this document.
- 8.6 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions apply. The School will take advice from Children's Social Care on the investigation of such allegations and takes all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse.
- 8.7 If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School ensures that, subject to the advice of Children's Social Care, the pupil's parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of pupils whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate her if it is necessary to suspend her during the investigation.

9 Informing parents

- 9.1 Parents are normally kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult the Head, the Designated Officer(s), Children's Social Care and / or the police before discussing details with parents. In all cases, the Designated Safeguarding Lead will be guided by the Wiltshire Safeguarding Children Board referral threshold document.
- 9.2 In relation to Channel referrals, the Designated Safeguarding Lead will consider seeking the consent of the pupil (or their parent / guardian) when determining what information can be shared. Whether or not consent is sought will be dependent on the circumstances of the case but may relate to issues such as the health of the individual, law enforcement or protection of the public

10. Safer recruitment and employment practices

- 10.1 The School takes very seriously its role in Safeguarding and carries out all preemployment checks including DBS and barred list checks, as well as verification of qualifications and Prohibition checks for teaching staff. References must be provided and, where applicable, proof of the right to work in the UK before anyone may start work at the School.
- 10.2 All Prep staff and volunteers who teach, provide or manage care in the Prep are required to sign a Disqualification from Childcare declaration on an annual basis.
- 10.3 The School follows the Government's recommendations for the safer recruitment and employment of staff who work with children in accordance with the law and including but not limited to the procedures set out in KCSIE part 3.

- 10.4 All members of staff (including supply and visiting staff), governors, volunteers, regular contract staff and adult members of the families of members of staff who live on site are subject to statutory enhanced DBS checks.
- 10.5 All staff and volunteers with unsupervised access to children need to have a DBS enhanced disclosure before, or as soon as possible after, they start work. If the DBS has been applied for and other relevant checks carried out, they may, with the Head's approval, start work before the DBS is returned but their appointment will only be confirmed once the DBS check has been completed. A risk assessment, which is reviewed at least every fortnight, will be put in place while the DBS process is completed, and appropriate supervision undertaken.
- 10.6 All staff working with EYFS children undergo an enhanced DBS check even if their work is supervised.
- 10.7 All the above checks are logged on the Single Central Register (SCR) in line with statutory requirements.
- 10.8 At least one member of the interviewing panel will have completed Safer Recruitment Training which is renewed at least every five years. Currently, the School has five members of staff trained in safer recruitment procedures.

11 Host families and private fostering

- 11.1 In line with the Safeguarding Vulnerable Groups Act 2006 and KCSIE (2018) requirements, when the School arranges host families for students on exchange or for any other purpose, the School ensures that enhanced DBS checks including a barred list check are carried out on any adult responsible for the care of the students. In addition the School may carry out the same checks on any member of the household who is over 16 and in permanent or frequent residence and is not a student at Godolphin. These persons are also required to read and consent to follow the guidelines in: KCSIE Part 1 and Annex A; the staff Code of Conduct; the School's Safeguarding policy, which includes details of the School's Designated Safeguarding Leads.
- 11.2 Children and teenagers who are under 16 (under 18 if disabled) are considered to be privately fostered if they live with someone who is not a close relative for 28 consecutive days or more. The School will notify the Local Safeguarding Children's Board (LSCB) if any such arrangement comes to its attention. The LSCB will carry out the required checks.
- 11.3 When Godolphin students stay with exchange families overseas that is arranged by the School, the School will undertake checks with the host schools or agencies to verify that those hosting our students are suitable and responsible adults and that, where these exist, similar checks to those in the UK have been carried out.

12. Safer Working Practice

All adults who come into contact with children at the School must behave at all times in a professional manner which secures the best outcomes for children and also prevents allegations being made. All staff are required to behave in accordance with the Code of Conduct and to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (for example, in one to one tuition, sports

coaching, engaging in inappropriate electronic communication with a pupil and conveying students in a car). Advice on safer working practice can be found in the School's Code of Conduct in the Staff Handbook.

Pupils are not permitted to bring mobile phones to the Prep.

Parents and visitors are not permitted to use cameras or other devices to take photographs or images in the Prep setting and especially in the EYFS setting. In the Prep, staff may only use school devices to capture digital or any other images. Images must only be used within the Prep building and in school publications / website.

Where relevant in respect of any allegation of child abuse or significant harm, the use of mobile phones, cameras and other electronic devices is subject to this and the School's other policies.

13 Staff Training

13.1 Training in safeguarding and child protection is included in the induction for all staff and volunteers newly appointed to the School.

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

- the School's welfare and safeguarding policy, including child protection
- the School's behaviour and discipline policy
- children who go missing from education
- the School's staff code of conduct (including policies on online safety and acceptable use of social media)
- whistleblowing
- the identity and role of the Designated Safeguarding Lead and Deputies
- copies of Part 1 of KCSIE, including Annex A for School leaders and those who work directly with children;
- Preventing people being drawn into terrorism and the Prevent strategies

13.3 The induction for permanent staff is followed up by safeguarding and child protection training that equips individuals to recognise and respond appropriately to concerns about pupils. Staff development also includes training on online safety and Prevent training. The depth and detail of the training will vary according to the nature of the role and the extent of involvement with children. Staff and volunteers are given a small card with key contact details in case they need to contact the DSL or DDSL.

13.4 Staff also receive training in staff meetings in accordance with Wiltshire Safeguarding guidance to raise their awareness of the issues and so that they can assist in identifying areas of practice which could be improved to resolve and prevent problems. Additionally, the School makes an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyberbullying and mental health and to ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

13.5 All staff receive training in safeguarding, child protection and inter-agency working which is updated regularly in accordance with the Wiltshire Safeguarding Children's Board guidelines. In addition, all staff members receive safeguarding and child protection updates

via email and /or staff meetings on a regular basis and at least annually, including the changes made whenever Part One of KCSIE is updated.

- 13.6 In addition, staff with designated responsibility for child protection receive regular training in safeguarding, child protection and inter-agency working which is updated in accordance with the Wiltshire Safeguarding Children’s Board guidelines; currently, this constitutes workshops on topics such as Domestic Abuse, Child Sexual Exploitation, Neglect or Case Conferences. The DDSLs are trained to the same level as the DSL. Training should allow the DSL and DDSLs to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and be confident they have the capability to support SEND children to stay safe online.
- 13.7 The Nominated Safeguarding Governor and the Chair of Governors receive appropriate training to enable them to fulfil their safeguarding responsibilities.
- 13.8 The School has mechanisms, such as the professional development review and an online quiz, in place to assist staff in understanding and discharging their role and responsibilities and to ensure that they have the relevant skills and knowledge to safeguard children effectively.

14 Looked after children

“Looked after children” are children who are registered pupils at the School and whose care is arranged by the local authority. In the event that the School has looked after children:

- 14.1 The School will appoint a designated teacher to promote the educational achievement of looked after children and ensure that this person receives appropriate training.
- 14.2 The DSL, through the appointed teacher, must be given details of the child’s social worker and the person appointed by the LEA as the ‘virtual school head’ in the authority that looks after the child.
- 14.3 Governors will ensure that the staff have the skills, knowledge and understanding necessary to: keep the looked after children safe; understand the legal status of the children; adhere to the care arrangements for each child; and adhere to the contact arrangements with birth parents or those with parental responsibility. (KCSIE paragraphs 81 - 82)
- 14.4 The designated teacher will promote the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales

15 Work Experience

The School ensures that, for any pupils going on work experience, the procedures laid down in KCSIE are followed so that children are protected from harm. This includes ensuring that the placement provider has policies and procedures in place to safeguard pupils.

The School has designated staff for work experience; they liaise with the DSL to ensure these procedures are followed.

16 Other users of the premises

- 16.1 The School has a responsibility towards other users of the premises. Those who let the premises will be given: induction with regards to the Health and Safety of the site (for example, evacuation routes and procedures, avoiding unsupervised contact with School pupils; locations of toilets, etc); the School Staff Code of Conduct which they will be expected to uphold.
- 16.2 Those who organise activities which involve children or vulnerable people will be asked to provide: details of their Safeguarding Policy and Procedures; assurance that their staff have DBS checks at the appropriate level; their Staff Code of Conduct.

17 Monitoring and review of the policy and procedures

- 17.1 The Designated Safeguarding Lead ensures that the procedures set out in this Policy and the implementation of these procedures are updated and reviewed at least annually, working with the Governors as necessary and seeking contributions from staff. The DSL updates the Senior Management Team regularly on the operation of the School's safeguarding arrangements.
- 17.2 Any child protection incidents at the School are followed by a review of these procedures by the Designated Safeguarding Lead and a report made to the Governing Body. Where an incident involves a member of staff, the Designated Officer(s) will be asked to assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay
- 17.3 This policy and these procedures are reviewed annually by the Governing Body, including a review of the efficiency with which the relevant duties have been discharged and the effectiveness of inter-agency working. The Designated Safeguarding Lead works with the Nominated Safeguarding Governor, preparing a written report commissioned by the full Governing Body. The written report addresses how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. See also 2.7 above.
- 17.4 The Governing Body's Governance Committee reviews any proposed amendments to this policy and makes recommendations accordingly to the full Governing Body. It also considers independent corroboration, such as inspection of records or feedback from external agencies including the Designated Officer(s).
- 17.5 The full Governing Body reviews the report(s), this Policy and the implementation of its procedures. Detailed minutes recording the review by the Governing Body are made.
- 17.5 All staff and volunteers must raise concerns about poor or unsafe practice and potential failures in the School's safeguarding policies and practices. These concerns will be taken seriously by the Senior Management Team of the School.
- 17.6 Staff and volunteers must also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School or potential failures by the School or its staff to properly safeguard the welfare of pupils, and

know that such concerns will be taken seriously. The NSPCC whistleblowing helpline (0800 028 0285) is available for staff who do not feel able to raise concerns about child protection failures internally.

APPENDIX 1

The role and responsibilities of the Designated Safeguarding Lead (DSL) and Deputy Safeguarding Leads for Child Protection

In line with KCSIE (September 2018), the DSL:

- Refers all cases of suspected abuse to the local authority Children’s Social Care and:
 - the Disclosure and Barring Service (cases where a person is dismissed or left due to actual or potential risk or harm to a child); and/or
 - the police (cases where a crime may have been committed)
 - to the Channel programme where there is a radicalisation concern
- Liaises with and act as a source of support, advice and expertise to staff on matters of safety and safeguarding, when deciding whether to make a referral by liaising with relevant agencies; and where they have made a referral to the Children’s Social Care or to the Channel programme
- Liaises with the Head to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaises with the “case manager” (as per Part Four of KCSIE) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Refers to the Children’s Service, LSCB, Channel programme or the police, as appropriate, concerns of those students suspected of engaging in radicalisation

In accordance with the ‘Prevent duty Guidance for England and Wales and Channel duty guidance: protecting vulnerable people from being drawn into terrorism (July 2015, its supplementary advice and notes)’ the DSL has, in addition, the following responsibilities:

- acting as the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- co-ordinating Prevent duty procedures in the School;
- liaising with local prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated;
- undergoing WRAP or other appropriate training;
- maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

During term time the DSL is always available during the teaching day for staff in the School to discuss any safeguarding concerns. During the evening and at weekends or when there are School trips, the DSL may be contacted via phone or email (details on page 2 and/or Schoolbase). The Deputy DSLs carry out this role where the DSL is unavailable. Staff are also given the DSL and DDSL’s mobile numbers for use in emergencies or the holidays.

Training

The Designated Safeguarding Lead (and any deputies) undergo training in accordance with Annex B of KCSIE (2018), including Prevent training for the DSL, and in line with WSCB agreed procedures in multi-agency training, to provide them with the knowledge and skills required to carry out the role. In addition to the formal training set out above, their knowledge and skills are refreshed (via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.

The DSL and Deputy DSL are trained to the same level in order to be able to:

- Recognise how to identify signs of abuse and when it is appropriate to make a referral
- Understand the assessment process for providing early help and intervention
- Have a working knowledge of how LSCBs operate, the conduct of a child protection case conference and be able to attend and contribute to these effectively when required to do so
- Liaise and act as a point of contact with Local Safeguarding Partners (LSPs) when these replace the LSCB
- Link with the LSPs to ensure staff are aware of the new arrangements when they come into being
- Cooperate with the LSPs if the School is named as a relevant agency
- Be trained to recognise the risks associated with online safety in order to keep children safe whilst they are online at school
- Ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new or part time staff
- Ensure all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise
- Be alert to the specific needs of children in need, such as those with mental health difficulties, those with special educational needs, young carers, looked after and previously looked after children
- Keep detailed, accurate, secure written records of referrals and or concerns
- Obtain access to resources and attend any relevant refresher training courses
- Encourage amongst all staff a culture of listening to children and taking account of their wishes and feelings in any measures the School may put in place to protect them
- Understand and support the school with regards to the requirements of the Prevent duty and provide advice and support to staff on protecting children from the risk of radicalisation including undergoing WRAP or other appropriate training in accordance with the Home Office WRAP (Workshop to Raise Awareness of Prevent) training;

Raising Awareness

The designated safeguarding lead ensures the school's policies are known and used appropriately. He or she:

- Ensures the School's safeguarding and child protection policy is reviewed at least annually, that the procedures and implementation are updated and reviewed regularly, and works with the School governors regarding this
- Ensures that all staff members receive safeguarding and child protection updates at least annually to help them safeguard children effectively
- Ensures the child protection policy is available publicly and that parents are aware of the fact that referrals about suspected abuse or neglect may be made; and the role of the School in this
- Links with WSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding
- Where children leave the school, ensures that their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt from the new school or college.

APPENDIX 2 Record Keeping

A) Records kept by the Designated Safeguarding Lead for Child Protection

- All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing.
- The Designated Safeguarding Lead makes a judgement about what action needs to be taken, in accordance with local inter-agency safeguarding procedures.
- The pupil's general school file is marked in some way (usually a red square) to indicate that a child protection file exists. All staff that may need to consult a child's school file must be made aware of what the symbol means and who to consult if they see this symbol.
- Information about concerns, allegations and referrals relating to individual pupils are kept in separate files rather than in one generic 'concern log'.
- Individual files include a chronology of incidents and subsequent actions/outcomes.
- If a pupil is the subject of a child protection plan, this is highlighted to make it immediately obvious to anyone accessing the record.
- All records relating to child protection concerns are kept by the DSL in a secure place, separate from the main school files, and access to the keys strictly controlled. Electronic records are password protected.
- Child protection information is only shared with those in school who have a need to have it, either to enable them to take appropriate steps to safeguard the pupil or to enable them to properly carry out their own duties, but it is not shared more widely than that.

B) Access to child protection records

- The child who is the subject of a child protection record has the right to access the file, *unless* to do so would affect his/her health or well-being or that of another person, or would be likely to prejudice a criminal investigation or a Section 47 assessment under the Children Act 1989.
- Any requests to see the child's record must be made in writing so that confidential information, such as any details of other pupils, can be removed.
- Staff must always seek advice if there are any concerns or doubt about a child or parents reading records. However, it is generally good practice to share all information held unless there is a valid reason to withhold it, e.g. to do so would place the child at risk of harm.
- Child protection information is not normally shared with professionals other than those from Children's Social Care, the Police, Health or the Local Authority. Information is not automatically released to parents' solicitors on request; advice is sought from LA Legal Services in such cases.
- Where allegations have been made against staff, the School consults with the Designated Officer(s) and, where appropriate, the police and Children's Social Care to agree the information that is disclosed and to whom.

C) Transfer of child protection records

- When a pupil transfers to another school, the Designated Safeguarding Lead for child protection informs the receiving school as soon as possible by telephone that child

protection records exist. The original records are passed on either by hand or sent by recorded delivery.

- If the records are posted, these are copied and these copies retained until there has been confirmation in writing that the originals have arrived at the new school. They are then shredded.
- Whether child protection files are passed on by hand or posted, written evidence of the transfer is kept on file. This form is retained by Godolphin for 6 years (in line with guidance from the Records Management Society).
- If the pupil is removed from the roll to be home educated, the school passes the child protection file to the Principal Education Social Worker (PESW) using the process detailed above. If the child later enrolls at the same or another school, the PESW will pass on the child protection records.

D) Retention of records

- The school retains the record for as long as the child remains in school and then transfers it as described above.
- The School otherwise retains all safeguarding records and relevant personnel records for so long as reasonably required, which is normally until the child reaches the age of 25¹.

¹ In accordance with the terms of reference of the Independent Inquiry into Child Sexual Abuse all Schools are required to retain information which relates to allegations (substantiated or not) of organisations and individuals who may have been involved in, or have knowledge of child sexual abuse or child sexual exploitation; allegations (substantiated or not) of individuals having engaged in sexual activity with, or having a sexual interest in, children; institutional failures to protect children from sexual abuse or other exploitation.

APPENDIX 3: Indicators for those at risk of engaging in radicalisation

For the purposes of this policy, extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the student frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the student has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the student known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the student sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the student support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the student travelled for extended periods of time to international locations known to be associated with extremism?
- Has the student employed any methods to disguise their true identity? Has the student used documents or cover to support this?

Experiences, Behaviours and Influences

- Has the student encountered peer, social, family or faith group rejection?

- Is there evidence of extremist ideological, political or religious influence on the student from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the student resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the student come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the student vocally support terrorist attacks; either verbally or in their written work?
- Has the student witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Social Factors

- Does the student have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the student experience a lack of meaningful employment appropriate to their skills?
- Does the student display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the student demonstrate identity conflict and confusion normally associated with youth development?
- Does the student have any learning difficulties/ mental health support needs?
- Does the student demonstrate a simplistic or flawed understanding of religion or politics?
- Does the student have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the student have insecure, conflicted or absent family relationships?
- Has the student experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour

If you have any concerns discuss them with your Designated Safeguarding Lead

APPENDIX 4

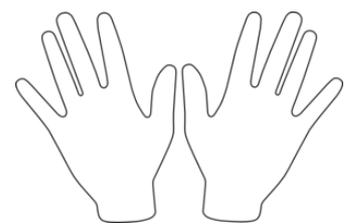
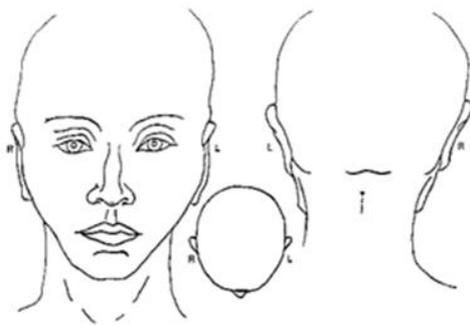
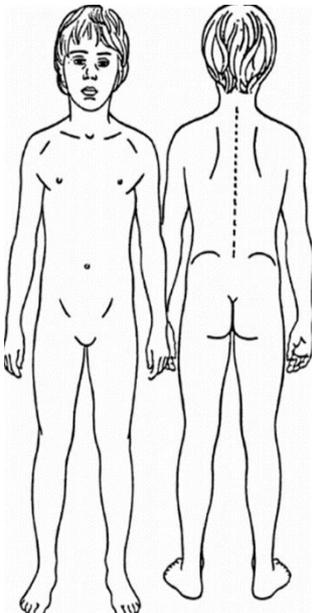
Concern Form – Part A

Complete **Part A** this form every time you have a concern about a pupil and pass it to the DSL immediately
The Designated/Deputy Safeguarding Lead will complete **PART B**

Child's name			
Date of birth			
Address			
Name of member of staff reporting the concern		PLEASE PRINT	
Signature			
Date		Time	

Concern- Use the body- map below to show any marks or injuries.	
Additional form used?	Yes / No

Children must not be undressed or photographs taken of any marks or injuries



Concern Form – Part B

To be completed by the School's Designated/Deputy Safeguarding Lead

Child's status with Early Help or Children's Social Care (please tick & add name where known) at time of initial report				
None	CAF	Known to Social Care	Allocated social worker	Child Protection Plan
Name of allocated worker				

Name of D/DSL reviewing the concern			
Name of person taking action	Action	Date	

Feedback given to person who raised the concern?			
Name		Date	Y / N