

GODOLPHIN SCHOOL

**Policy for Safeguarding children and promoting welfare within the School
including the Early Years Foundation Stage (EYFS)
(Regulatory)**

Policy agreed (date):	25 July 2019
Policy valid from (date):	23 October 2019
Next review (date):	30 September 2020

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)
 Health and Safety
 Living Together at Godolphin – Anti-Bullying
 Living Together at Godolphin – complaints by students
 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 students with particular religious, dietary, language or cultural needs
 PSHCEE scheme of work
 Recruitment, selection and disclosure policy and procedures
 School Rules
 SEND
 Sex and Relationship / Health Education
 Staff Code of Conduct
 Teaching and Learning
 Whole School Welfare and Safeguarding Risk Assessment
 Whistleblowing

Safeguarding and Child Protection Policy

Godolphin School fully recognises its responsibilities for safeguarding and child protection.

Key Safeguarding Personnel			
Role	Name	Tel.	Email
Head	Mrs Emma Hattersley	01722 430511	Head@godolphin.org
Designated Safeguarding Lead (DSL)	Mr. Richard Dain	01722 430512	DainR@godolphin.org
Deputy DSL(s) (DDSL)	Mrs Jenny Price	01722 430613	PriceJ@godolphin.org
Deputy DSL(s) (DDSL), inc EYFS	Miss Julia Miller	01722 430652	MillerJ@godolphin.org
Nominated Governor	Dr Rosemary Griffiths	01264 321550 01722 712594	GriffithsR@godolphin.org
Clerk to the Chair of Governors	Ms Alex D'Arcy-Irvine	01722 430522	D'Arcy-IrvineA@godolphin.org
Designated Teacher for Looked After Children	Mr. Richard Dain	01722 430512	DainR@godolphin.org
The key safeguarding responsibilities within each of the roles above are set out in Keeping Children Safe in Education (2019)			
Children's Social Care referrals:			
Wiltshire Multi-Agency Safeguarding Hub (MASH):		0300 456 0108	
Out of hours:		0845 6070 888	
Hampshire Multi-Agency Safeguarding Hub (MASH):		0300 555 1384	
Out of hours:		0300 555 1373	
If you believe a child is at immediate risk of significant harm or injury, you must call the police on 999.			

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 behaviour

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 Designated /Named Safeguarding Lead

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:
0300 456 0108
Out of hours Emergency Duty Service
(5.00pm to 9.00am Weekdays 4pm Friday to 9am Monday):
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).



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.



Introduction

Godolphin School is committed to safeguarding and promoting the welfare of children. We will fulfil our local

and national responsibilities as laid out in the following key documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (2019)
- The procedures of the Safeguarding Vulnerable People Partnership (formerly WSCB)
See Appendix 1 for the legislative framework and key documents on which this policy is based

The aim of this policy is to ensure:

- all our students are safe and protected from harm.
- safeguarding procedures are in place to help students to feel safe and learn to stay safe.
- adults in the School community are aware of the expected behaviours and the School's legal responsibilities in relation to safeguarding and child protection.

Scope

Safeguarding is defined as:

- ensuring that children grow up with the provision of safe and effective care
- acting to enable all children to have the best life chances
- preventing impairment of children's health or development and
- protecting children from maltreatment.

The term 'safeguarding children' covers a range of measures including child protection procedures. It encompasses a preventative approach to keeping children safe that incorporates student health and safety; School behaviour and preventing bullying; supporting students with medical conditions; personal, health, social economic education; providing first aid and site security.

This policy applies to all staff in our School.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the School, full time or part time, in a paid or regular voluntary capacity.
- **A volunteer** is a person who performs an activity that involves spending time, unpaid in School (except for approved expenses).
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Child** refers to all children on our School roll and any child under the age of 18 who comes into contact with our School. This includes unborn babies.

Any safeguarding concerns or disclosures of abuse relating to a child at School or outside of School hours are within the scope of this policy.

Expectations

All staff are:

- familiar with this safeguarding policy and have an opportunity to contribute to its review.
- alert to signs and indicators of possible abuse.
- able to record and report concerns as set out in this policy.
- able to deal with a disclosure of abuse from a child.
- involved in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans as required.

In addition, all staff have read and understood Part 1 of the latest version of Keeping Children Safe in Education (KCSiE 2019). All staff working directly with children have also read Annex A.

Governors

The governors will make sure that our policies and procedures are in line with national and local safeguarding requirements. Governors will work with the senior leaders to make sure the following safeguarding essentials are in place:

Training/Teaching	Policy/Procedures	Staffing
Children taught about online safety Staff Code of Conduct Policy (for safer working practice) D/DSL training KCSiE Part 1 Looked After Children (LAC) Online safety training for staff Preventing Radicalisation Staff training Whistleblowing	Child voice Children Missing out on education and Children Missing Education (CME) Concerns about staff conduct Dealing with a child at immediate risk Early help Female Genital Mutilation (FGM) Honour based violence (HBV) Peer on Peer abuse Reporting abuse /SVPP* procedures SEND and safeguarding Staff contribution to policy Safeguarding policy review	Designated Safeguarding Lead (DSL) Deputy Designated Safeguarding lead (DDSL) Designated LAC teacher (even if there are no LAC on roll)

* Safeguarding Vulnerable People Partnership

Allegations management

Our chair of governors is responsible for liaising with the local authority Designated Officer for Allegations (DOFA) and other partner agencies in the event of an allegation of abuse being made against the Head.

See also 'Managing allegations against adults'.

Audit

The nominated governor (NG) for safeguarding liaises with the Head and the D/DSL to complete an annual safeguarding audit return to the local authority.

Safer Recruitment

Our governors monitor the School's safer recruitment practice.

Mandatory Procedure

Safer recruitment

All staff are subject to safer recruitment processes and checks and we follow the guidance set out in Part 3 of KCSiE (2019).

At Godolphin School, we scrutinise all applications for paid or voluntary posts. We undertake interviews and make appropriate checks through the Disclosure and Barring Service (DBS). We maintain a single central record (SCR) of the essential checks as set out in KCSiE, that have been carried out and certificates obtained. The SCR applies to:

- all staff (including supply staff, and teacher trainees on salaried routes) who work at the School.
- all governors/members of the proprietor body

See also Training.

Staff Behaviour Policy (for safer working practice), known at Godolphin as the Staff Code of Conduct

Godolphin School is committed to positive academic, social and emotional outcomes for our students underpinned by a strong safeguarding ethos. We are equally committed to the protection and welfare of our staff, who are expected to adhere to the highest standards of professional behaviour.

The Staff Code of Conduct sets out staff behaviours that should be avoided as well as those that constitute safe practice and supports our commitment to safeguarding children.

Teaching staff are additionally expected to act within the guidance of the 'personal and professional conduct' section of the Teachers' Standards.

Visitors

All visitors complete a signing in/out form, wear a School ID badge and are provided with key safeguarding information including the contact details of safeguarding personnel in School.

Scheduled visitors in a professional role (eg fire officer) are asked to provide evidence of their role and employment details (usually an identity badge) upon arrival at School. Speakers are asked to confirm they will adhere to the School's Prevention strategies.

If the visit is unscheduled and the visitor is unknown to the School, we will contact the relevant organisation to verify the individual's identity, if necessary.

EYFS (Early Years Foundation Stage) and the Prep

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, digital images may only be captured on School devices and, on return, images must only be used within the Prep building and in School publications / website or as determined by the Marketing department.

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.

Curriculum – teaching about safeguarding

The DSL has oversight of online safety across the whole school and chairs the e-safety committee which includes governor, parent, staff and student representatives. The committee monitors the School filtering system, Smoothwall, which sends alerts to the DSL of all accesses to the internet through the School systems which have potential welfare concerns.

Our students access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHCEE curriculum specifically includes the following objectives:

- Developing student self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Early Help

At Godolphin School, all our staff can identify children who may benefit from early help as a problem emerges, and discuss this with the D/DSL.

The D/DSL uses:

- The Digital Assessment and Referral Tool (DART) as appropriate as part of a holistic assessment of the child's needs. The DART matrix can be seen in Appendix 2.
- The Multi-Agency Thresholds for Safeguarding Children on the SVPP website about suitable action to take when a student has been identified as making inadequate progress or having an unmet need.

Identifying the signs

All staff know how to recognise, and are alert to the signs of neglect and abuse. Definitions of abuse, are set out in 'What to do if you're worried a child is being abused - Advice for practitioners' (2015) and 'Keeping Children Safe in Education' (2019) and, along with notes from Safeguarding training, are important reference documents for all staff. Every member of staff is provided with a copy of Part 1 of KCSiE which they are required to read and which also includes supporting guidance about several specific safeguarding issues. Staff who work directly with children are also required to read Annex A of KCSiE (2019). Domestic Violence can also be a form of abuse when witnessed by a child.

Responding to concerns/disclosures of abuse

Flowcharts provided by the SVPP that set out the required procedure for staff to follow when they have a safeguarding concern about a child are displayed in the staffrooms for easy reference.

They can also be found on pages 2 and 3 of this policy.

Staff adhere to the following Dos and Don'ts when concerned about abuse or when responding to a disclosure of abuse.

Dos:

- **create a safe environment by offering** the child a private and safe place if possible.
- **stay calm** and reassure the child and stress that he/she is not to blame.
- **tell** the child that you know how difficult it must have been to confide in you.
- **listen carefully** and **tell** the child what you are going to do next.
- use the **'tell me', 'explain', 'describe'** and/or mirroring strategy.
- **tell only the Designated or Deputy Safeguarding Lead.**
- **record** in detail using the Welfare Concern Record without delay, using the child's own words where possible.

Don'ts:

- take photographs of any injuries.
- postpone or delay the opportunity for the student to talk.
- take notes while the student is speaking or ask the student to write an account.
- try to investigate the allegation yourself.
- promise confidentiality eg say you will keep 'the secret'.
- approach or inform the alleged abuser.

All staff record any concern about or disclosure by a student of abuse or neglect and report this to the D/DSL using the standard form. It is the responsibility of each adult in School to ensure that the D/DSL receives the record of concern without delay. In the absence of the D/DSL, staff members know to speak directly to the MASH. In some circumstances, the D/DSL or member of staff seeks advice by ringing the MASH for advice.

During term time, the DSL and/or a DDSL is always available during School hours for staff to discuss any safeguarding concerns.

The voice of the child is central to our safeguarding practice and students are encouraged to express and have their views given due weight in all matters affecting them.

Making a referral

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. The DSL must be informed as soon as possible after such a referral has been made.

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.

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.

Missing children and children missing education

Staff report immediately to the D/DSL, if they know of any child who may be:

- Missing – whereabouts unknown or
- Missing education – (compulsory School age (5-16) with no school place and not electively home educated)

The designated teacher for Looked After Children (LAC) and care leavers discusses any unauthorised or unexplained absence of Looked After Children with Virtual School when required.

The DSL shares any unauthorised/unexplained absence of children who have an allocated social worker within 24 hours.

Children who do not attend School regularly can be at increased risk of abuse and neglect. Where there is unauthorised/unexplained absence, and

- after reasonable attempts have been made to contact the family without success, the DSL follows the SVPP procedure and consults/refers to the MASH team as appropriate.
- there are no known welfare concerns about a student, we follow our procedures for unauthorised absence and report concerns to the Education Welfare Service.

County Lines

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

Children with Special Education Needs and Disabilities (SEND)

Students with additional needs face an increased risk of abuse and neglect. Staff take extra care to interpret correctly apparent signs of abuse or neglect. We never assume that behaviour, mood or injury relates to the student's additional needs without further exploration. Staff understand that additional challenges can exist when recognising abuse and neglect in students with SEND, including communication barriers. Staff recognise that children with SEND are also at a higher risk of peer group isolation and can be disproportionately affected by bullying.

To address those additional challenges, extra pastoral support is considered for children with SEND and they are also encouraged to discuss their concerns. The D/DSL works with the Special Educational Needs Co-ordinator (SENCo) to identify students with additional communication needs and, whenever possible, these students are given the chance to express themselves to a member of staff with appropriate communication skills.

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.

Further detail can be found in Annex A of KCSIE (2019).

Staff are given training and support in identifying situations of sexual harassment and violence and how to deal with them.

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 abuse if it comes from a peer, or could be Child Sexual Exploitation (CSE), and is extremely serious. Peer on peer abuse of this type is dealt with in line with the School's child protection 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)

FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Staff will inform the D/DSL immediately if they suspect a girl is at risk of FGM. We will report to the police any 'known' cases of FGM to the police as required by law.

Honour-based Violence

So-called '**honour-based' violence (HBV)** is a crime or incident which has or may have been committed allegedly to protect or defend the honour of the family and/or community. It encompasses crimes such as 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.

Peer on Peer abuse

All children have a right to attend School and learn in a safe environment. All peer on peer abuse is unacceptable and will be taken seriously. Staff recognise that while both boys and girls can abuse their peers, it is more likely that girls will be victims and boys instigators of such abuse. Peer on peer abuse is not tolerated, passed off as "banter" or seen as "part of growing up". It is likely to include, but not limited to:

- bullying (including cyber bullying)
- gender based violence/sexual assaults
- sexting
- 'upskirting' or any picture taken under a person's clothing without them knowing to obtain sexual gratification or cause humiliation or distress.
- initiation/hazing type violence and rituals.

Consequently, peer on peer abuse is dealt with as a safeguarding issue, recorded as such and not managed through the systems set out in the School behaviour policy.

Any student who may have been victimised and/or displayed such harmful behaviours, along with any other child affected by peer on peer abuse, will be supported through the School's pastoral system and the support will be regularly reviewed.

We minimise the risk of peer on peer abuse by providing:

- a relevant curriculum, that helps children to develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe. The curriculum is updated to reflect changes in legislation, for example students are now taught that 'upskirting' is a criminal offence.
- established/publicised systems for students to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be taken seriously.

The DSL liaises with other professionals to develop robust risk assessments and appropriate specialist targeted work for students who are identified as posing a potential risk to other children. This is done using a Contextual Safeguarding approach to ensure assessments consider risks posed by any wider environmental factors present in a child's life.

Preventing radicalisation

Protecting children from the risk of radicalisation is part of schools' wider safeguarding duties, and is similar in nature to protecting students from other forms of harm and abuse.

Staff use their judgement in identifying students who might be at risk of radicalisation and speak to the D/DSL if they are concerned about a student. The D/DSL will always act proportionately and this may include making a referral to the Channel programme or to the MASH.

Serious violence

We are committed to success in learning for all our students as one of the most powerful indicators in the prevention of youth crime.

Our curriculum includes teaching conflict resolution skills and understanding risky situations to help our children develop the social and emotional skills they need to thrive.

Staff are trained to recognise both the early warning signs that students may be at risk of getting involved in gangs as well as indicators that a student is involved in serious violent crime. They are also aware of the associated risks and know the measures put in place to minimise such risks.

Off site visits and exchange visits

We carry out a risk assessments prior to any off-site visit and designate the specific roles and responsibilities of each adult, whether employed or volunteers.

Where the School uses external providers, we check that all the staff have current enhanced level DBS checks or, where this is not possible, that they are always under supervision of a Godolphin member of staff.

Where there are safeguarding concerns or allegations that happen offsite, staff will follow the procedures described above and in the SVPP flowcharts as appropriate. A copy of the flowcharts may be taken on off-site visits for reference.

Any adult over 18 in a host family will be subject to DBS checks. We work with partner schools abroad to ensure that similar assurances are undertaken prior to any overseas visit by our students.

Record keeping and information sharing

The School:

- keeps clear written records of all student safeguarding and child protection concerns using a standard recording form, with a body map, including actions taken and outcomes as appropriate.
- ensures all student safeguarding and child protection records are kept separately from the main files and kept securely in a locked location.
- ensures the records incorporate the wishes and views of the student.
- ensures that the records are passed in a timely manner to the student's next school if she leaves before the end of the Upper Sixth.

The D/DSL acts in accordance with Information Sharing – Department for Education (DfE) (2018) and in line with the Wiltshire Council Record Keeping Guidance which includes details about file retention. Information about students at risk of harm is shared with members of staff in keeping with the seven golden rules to sharing information in the DfE guidance.

We are committed to work in partnership with parents and carers. In most situations, we will discuss initial concerns with them. However, the D/DSL will not share information where there are concerns that if so doing would:

- place a child at increased risk of significant harm
- place an adult at increased risk of serious harm
- prejudice the prevention, detection or prosecution of a serious crime
- lead to unjustified delay in making enquiries about allegations of significant harm to a child, or serious harm to an adult.

When we become aware that a child is being privately fostered, we remind the carer/parent of their legal duty to notify Wiltshire Children's Social Care. We follow this up by contacting Children's Social Care directly.

Escalation of concerns

Effective working together depends on an open approach and honest relationships between colleagues and between agencies.

Staff must be confident and able to professionally disagree and challenge decision-making as an entirely legitimate activity; a part of our professional responsibility to promote the best safeguarding practice. Staff are encouraged to press for re-consideration if they believe a decision to act/not act in response to a concern raised about a child is wrong. In such cases the SVPP Case Resolution Protocol is used if necessary.

If we are on the receiving end of a professional challenge, we see this as an opportunity to reflect on our decision making.

Whistleblowing

All staff can raise concerns about poor or unsafe practice and potential failures in the School safeguarding procedures. Our whistleblowing procedures, which are reflected in staff training and our Code of Conduct, are in place for such concerns to be raised with Senior leadership role in School.

If a staff member feels unable to raise an issue with Senior leadership role in School as above or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- The NSPCC whistleblowing helpline
Staff can call: 0800 028 0285 from 08:00 to 20:00, Monday to Friday, or email help@nspcc.org.uk.
- A member of the governing body: Dr Rosemary Griffiths (see contact details on page 1)

Managing allegations against adults

All members of staff and volunteers have read, signed to confirm they have understood the School's Staff Code of Conduct Policy.

Godolphin School follows the procedure set out by the SVPP 'Allegations against adults' flowchart which is displayed in the staffrooms for easy reference.

Where anyone in the School has a concern about the behaviour of an adult who works or volunteers at the School, they must immediately consult the Head who will refer to the Designated Officer for Allegations (DOFA). Any concern or allegation against the Head will be reported to the Chair of Governors without informing the Head.

All staff must remember that the welfare of a child is paramount and must not delay raising concerns by a report could jeopardise their colleague's career.

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.

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.

Any allegation of abuse will be dealt with in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

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, or is suspended, 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.

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.

Training

Induction

The welfare of all our students is of paramount importance. All staff including governors and regular volunteers are informed of our safeguarding procedures including online safety, at induction.

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

Our induction for staff also includes:

- Plan of support for individuals appropriate to the role for which they have been hired
- Confirmation of the conduct expected of staff within the School – our Staff Code of Conduct
- Opportunities for a new member of staff to discuss any issues or concerns about their role or responsibilities
- Confirmation of the line management/mentor process whereby any general concerns or issues about the person's ability or suitability will be addressed.

Safeguarding training

This training is for all staff and is updated every 3 years as a minimum to ensure staff understand their role in safeguarding. Any member of staff not present at this whole School session will undertake this statutory training requirement on their return.

In addition, all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as necessary and at least annually. All staff also receive training in online safety and this is updated as necessary.

Advanced training

The D/DSL has additional multi agency training which is updated every two years as a minimum. The D/DSL also attend multi-agency courses relevant to School needs. Their knowledge and skills are refreshed at least annually eg via e-bulletins or safeguarding networking events with other D/DSLs.

Safer Recruitment

At least one person on any appointment panel has undertaken Safer Recruitment Training. This training is updated every five years as a minimum.

Preventing Radicalisation

All staff undertake Prevent awareness training.

Staff support

Due to the demanding, often distressing nature of child protection work, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Governors

As well as the School's safeguarding induction programme, governors are encouraged to complete face to whole School safeguarding and child protection training. In addition, governors may attend face training for governors provided by Wiltshire Council.

Monitoring and review

Governors ensure that safeguarding is an agenda item on the for every full governing body meeting. The Head ensures that safeguarding and welfare is an agenda item for every staff meeting. This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance. The nominated governor meets the DSL every term to monitor the effectiveness of this policy.

Appendix 1

Related legislation and key documents

Children Act 1989 (and 2004 update): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including Schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47).

Education Act 2002 - This requires Schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

Sexual Offences Act 2003 - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

Information Sharing – Department for Education (DfE) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

Counter-Terrorism and Security Act 2015 (the CTSA 2015), section 26 requires all Schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

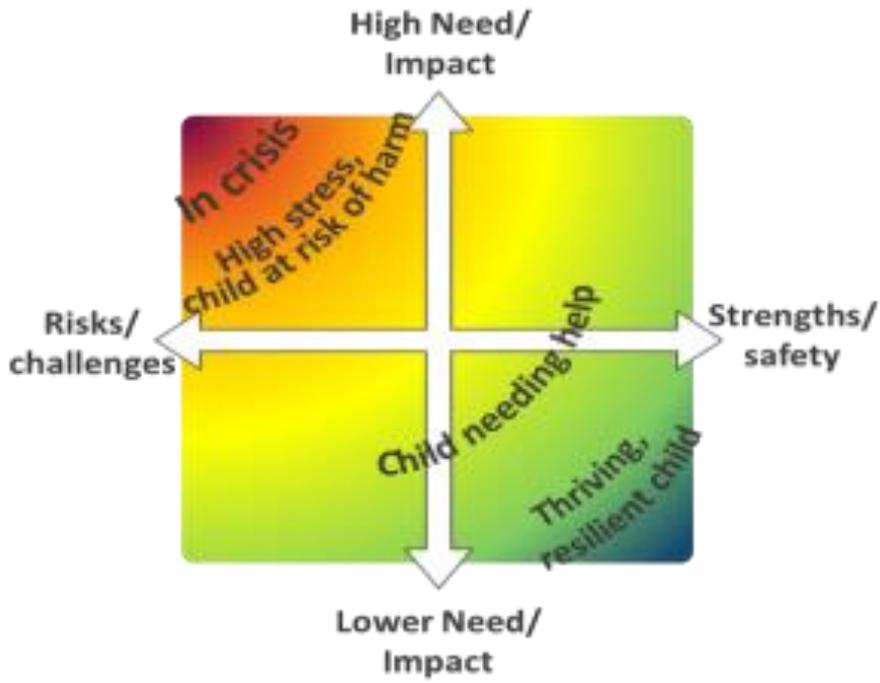
The Safeguarding Vulnerable Groups Act (2006) Section 53(3) and (4) of this applies to Schools if they broker student accommodation with host families for which the host family receives a payment from a third party, such as a language School. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

The Teachers’ Standards (2013) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

Children Missing Education (2016) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

Sexual violence and sexual harassment between children in Schools and colleges (2017) Advice for Schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

Appendix 2



Appendix 3

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

In line with KCSIE (July 2019), the DSL:

- Acts as a point of contact with the safeguarding partners
- Refers all cases of suspected abuse to the local authority Children's Services 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 all staff on matters of safety and safeguarding;
- Liaises with staff (especially support staff, School nurse, IT technicians and the SENCO on matters of safety and safeguarding (including online and digital strategy) and when deciding whether to make a referral by liaising with relevant agencies;
- 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" 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, Vulnerable People Partnership (VPP), Channel programme or the police, as appropriate, concerns of those students suspected of engaging in radicalisation
- Has oversight of online safety across the whole School

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. The Deputy DSLs carry out this role where the DSL is unavailable.

Training

The Designated Safeguarding Lead (and any deputies) undergo training in accordance with Annex B of KCSIE (2019), including Prevent training for the DSL, and in line with VPP 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 VPPs 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)
- 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, and young carers
- 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 VPP 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.