



GRACE DIEU

MANOR SCHOOL

Whole School Safeguarding Children **(This policy equally applies to the EYFS & NURSERY)**

School Mission Statement:

***“Learning and growing in
the light of the gospel”***

WITHIN THE POLICY:

- Named Staff and Contacts
- Policy Statement/Introduction
- Our Safeguarding Commitment
- Types of Abuse
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Name of School:-

GRACE DIEU MANOR SCHOOL

This Policy is reviewed annually by the Governing Body, and was last reviewed on:-

Reviewed by MK (DSL) and Mrs Holly Cross (Safeguarding Governor) - October 2018. To be addressed by the Pastoral & Religious Life Sub-Committee (Oct. 1st 2018) and ratified by the Governing Body in November's Full Governors' Meeting (November 26th 2018).

Signature (Chair of Governors)

Print Name

Date: Sept. 2018

Date of next review: Sept. 2019 (or as required)

Named Staff and Contacts

- Designated Safeguarding Lead (DSL): Margaret Kewell, Headmistress: **01530 222276; 07789888622**
- Deputy Designated Safeguarding Lead (DDSL): Nicola Dexter, Head of Pre-Prep: **01530 222276,**
- Nursery Safeguarding Lead - Jenny Page-Faulkner **01530 222276**
- Nominated Safeguarding Governor: Mrs Holly Cross **07887545915**; Chair of Governors: Mr Richard Gamble: **07738800225**
- Safeguarding and Improvement unit contacts:

Leicestershire (as the school is located in Leicestershire this must be the first point of contact)

Head of Service – Safeguarding Improvement and Quality Assurance

Kelda Claire 0116 305 9084 / 07507 686100

Allegations Manager / LADO

Mark Goddard (Karen Browne) 0116 305 7597

Safeguarding Development Officers:

Simon Genders simon.genders@leics.gov.uk 0116 305 7750

Ann Prideaux ann.prideaux@leics.gov.uk 0116 305 7317

First Response Children's Duty (Priority 1 - Same-day referrals)

Telephone **0116 3050005** (including out of hours)

Fax 0116 3050011

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100B
Pen Lloyd Building
County Hall
Championship Way
Glenfield
LE3 8RA

First Response Service Manager (interim)

Kay Fletcher kay.fletcher@leics.gov.uk 0116 305 5138

Leicestershire 'Prevent' Engagement Team: 0116 248 6726

prevent.team@leicestershire.pnn.police.uk

Preventing extremism in schools and children's services

Email: counter.extremism@education.gov.uk

Telephone: 020 7340 7264

Local Police Force: northwestleicestershire.npa@leicestershire.pnn.police.uk

Non – emergency number: 101

All other referrals including Early Help Services

<http://lrsb.org.uk/childreport>

Early Help queries and Consultation Line 0116 305 8727

earlyhelpreferrals@leics.gov.uk

CSE Consultation Line

0116 305 9521

*Allegations against an adult in the School (or outside the School as might be necessary) will be referred to **Mark Goddard/Karen Browne** on **0116 3057597**, who is the Allegations Manager (equivalent of the **Local Authority Designated Officer**) at Leicestershire County Council. The First Response Service Manager is **Kay Fletcher** who can be contacted on **0116 3055138**.*

If any deficiencies or weaknesses in the School's child protection arrangements become apparent at any time, they will be remedied without delay.

SAFEGUARDING CHILDREN POLICY

I. Introduction

I.1

Grace Dieu Manor School fully recognizes the contribution it can make to protect children and support pupils in school. The aim of this policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance.

This Policy is made available to parents of all new pupils, on the School website, in our School prospectus and on request from the School Office. It is available to the Staff¹ at the School from the School website, in the Staff Handbook (electronic) and on request from the School Office. Content of this Policy is directly discussed with new staff upon induction into the School. All staff, volunteers, Governors and contractors at the School are fully briefed on the content of this policy and the expectations relating to their individual responsibilities.

¹ The definition of 'staff' is: *Any person working at the School whether under a contract of employment, under a contract for services or otherwise than under a contract, but does not include supply staff or a volunteer. The following are included: teachers, peripatetic teachers and coaches, part-time staff, students, administrative staff, caretakers and other ancillary staff, staff appointed from overseas, pupils paid to work at the School (for example as after-School carers).* Independent Schools standards Regulations (2014) and ISI Regulatory Requirements, April 2015

1.2

This Policy has been authorised by the Governors, is addressed to all members of staff and volunteers and is available to parents on request. It applies wherever staff, temporary staff, contractors or volunteers are working with pupils including when on school activities away from the School, for example at an activity centre or on an educational visit. Child protection is the responsibility of all adults in School.

1.3

Extended School activities - Where the Governing Body provides services or activities directly under the supervision or management of School staff, the School's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies in place to safeguard and protect children and there are arrangements to liaise with the School on these matters where appropriate.

1.4

The statutory framework for Child Protection is contained in the *Children Act (1989)*. The duty of Independent Schools' proprietors and/or Governors to safeguard and promote the welfare of children who are pupils at the School is explicitly stated in the *Education Act (2002, Section 175/Section 157 for independent schools)*. Independent Schools are required to follow the DFE statutory guidance *Keeping Children Safe in Education (September 2018)*, and national guidance *Working Together to Safeguard Children (2015 and updated 2018)*. The policy also reflects the advice and guidance contained in the *Dealing with Allegations of Abuse Against Teachers and Other Staff (2014)* and the advice contained within *Teacher Misconduct: the prohibition of teachers (2014)*, *Disqualification under the Childcare Act (2006, updated in February 2015)* and the Counter-Terrorism and Security Act (2015), *Prevent Duty Departmental Advice for Schools and Childcare Providers (June 2015)*.

1.5

This Policy is consistent with:

- *Keeping Children Safe in Education (2018)*, which covers the requirement to promote the welfare of pupils in the School and to safeguard pupils. This includes processes for the identification of abuse or harm (actual or likely) and for reporting to Children's Services and/or the police, for safer recruitment of staff working at the school and for the reporting of concerns about staff misconduct towards pupils to the Designated Officer (LADO) and/or the police.
- the Leicestershire Local Children's Safeguarding Board (LLCSB) Procedures, which contain procedures and guidance for safeguarding children;
- *Working Together to Safeguard Children 2015 (including 2017 update)*

The Policy plays a crucial role in sustaining effective processes to actively promote the welfare of pupils in the day-to-day running of the School and to safeguard and protect.

1.6

There are four main elements to Grace Dieu's Safeguarding/Child Protection Policy consistent with the aims and ethos of the school:

- **Prevention:** (e.g. positive School atmosphere, teaching and pastoral support to pupils, safer recruitment procedures)
- **Protection:** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns and to ensure the aims, ethos and expectations arising from this policy are fully and consistently implemented in practice)
- **Support:** (to pupils and staff and to children who may have been abused)
- **Working with parents:** (to ensure appropriate communications and actions are undertaken).

2. Our Safeguarding commitment

2.1

‘SAFEGUARDING IS EVERYONE’S RESPONSIBILITY’

Whilst responsibility for making decisions about referrals lies with the School’s designated safeguarding lead (DSL), referrals must in practice be in line with published local referral thresholds, and therefore anyone can make a referral if necessary. KCSIE notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

In order to fulfil this responsibility effectively, all within our School setting should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

Grace Dieu Manor School adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children’s worries are taken seriously and children are encouraged to seek help from members of staff.

2.2

Grace Dieu will therefore:

- Establish and maintain an ethos where pupils feel secure and are encouraged to talk and are listened to;
- Ensure that pupils know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum activities and opportunities for PSHCE which equip pupils with the skills they need to stay safe from abuse(including online), and to know to whom they can turn for help;

- Ensure that Staff are trained to identify abuse and likely abuse, report concerns to the DSL or DDSL and to ensure they actively promote the aims and ethos of the School to keep pupils safe; that they are prepared to identify children who may benefit from ‘early help’. (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.);
- Ensure that we have in place a **Code of Conduct** for ALL staff, Governors and volunteers;
- Design and operate procedures which enable staff at the School to fulfill their responsibilities in safe ways and in accordance with the requirements of good staff conduct at all times. Reference is made to the **Code of Conduct** and **Procedures when a Member of Staff, Volunteer, Child Protection Officer or Headmistress faces Allegations of Abuse**
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references and prohibition from teaching or managing in schools (s.128). Please see the School’s **Safer Recruitment Policy** (published on the School Website) and its **Staff Selection Procedure** checklist;
- Ensure that we carry out all necessary checks on the suitability of people who serve on the School’s Governing Body in accordance with the regulations and statutory guidance above;
- Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because the person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Services within one month;
- Follow the Leicestershire LSCB procedures and advice as set out via the ‘Pathway to Services’ published by the County Council;
- Ensure that visiting speakers are suitably supervised.

As such, Grace Dieu Manor School will take all reasonable measures to:

- Protect each pupil from any form of abuse, whether from an adult or another pupil;
- Be alert to signs of abuse both in the School and from outside;
- Deal appropriately with every suspicion or complaint of abuse;
- Support children who have been abused in accordance with his/her agreed child protection plan;
- Be alert to the medical needs of children with medical conditions;
- Operate robust and sensible health & safety procedures;
- Take all practicable steps to ensure that School premises are as secure as circumstances permit;
- Assess the risk of pupils being subject to radicalisation*(see **Appendix 5**) or being drawn into terrorism/extremist activity and have processes in place to identify any children who may be at risk of such radicalization;

- Consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in Grace Dieu or in our local area.

Every complaint or suspicion of abuse or likely abuse from within or outside the School will be, in all circumstances, referred to Leicestershire Children’s Services (see contact details above) or Leicestershire police (CPU).

If, at any point, there is a risk of immediate serious harm to a child a referral will be made to children’s social care without any delay. This will usually be through the DSL or DDSL but all staff are entitled to make a direct referral if it is felt this is needed. Safeguarding is “everyone’s responsibility”.

** See contact details for Leicestershire ‘Prevent’ Engagement Team (Page 2)*

3. Types of abuse and neglect

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

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving

children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

3.1

Specific safeguarding issues

Keeping Children Safe in Education (September 2018) highlights specific safeguarding issues which include, *Child Sexual Exploitation, Bullying and Cyber Bullying, Missing from education, Radicalisation and Female Genital Mutilation*. Safeguarding protocols at both a local and national level can be followed by reference to the relevant documents and paragraphs in **Appendix 3**.

The School will pay close attention to other forms of harm potentially affecting children, for example:

- child missing from education – *please see separate policy*
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying – *please see separate policy*
- 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)
- mental health
- private fostering
- preventing radicalisation*
- sexting
- teenage relationship abuse
- trafficking

Again, these are examples only. Staff must be alert to specific issues at all times and take the required actions to raise concerns.

***Grace Dieu takes seriously its duty to prevent pupils becoming radicalised.** The School will pay 'due regard' to this duty in all its responsibilities towards children and staff. This includes in safer recruitment, monitoring visiting speakers, actively promoting British values and supporting pupils through PSHCE. See our Website for more information: Promoting British Values.

See **Appendix 5** – Safeguarding Pupils who are vulnerable to extremism and radicalisation.

4. Signs of Abuse, Harm and Additional Support for Pupils and Staff

4.1

The School recognises that some children today are the victims of neglect and/or physical, sexual or emotional abuse and that staff of the School, by virtue of their day-to-day contact with and knowledge of the children in their care, are well placed to identify such abuse and offer support to children in need. The Law defines someone as a child until he or she is 18.

Children's Act 1989 Section 17 – Places a duty on the local authority to provide services to children in Need:

"A child is unlikely to achieve or maintain a reasonable standard of health or development ...[or] health or development is likely to be significantly impaired without the provision for him/her of services by a local authority... or...he/she is disabled"

These cases will lead to early help, inter-agency assessment and intervention.

Children's Act 1989 Section 47 – Duty on the local authority to investigate cases where it is believed a child is suffering or is likely to suffer significant harm:

*"where there is reasonable cause to suspect a child is suffering, or is likely to suffer, **significant harm.**"*

These areas, subject to local procedures. should be referred to Children's Social Care immediately

4.2

Possible signs of abuse include (but are not limited to):

- the pupil says he/she has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
the pupil loses or gains weight;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his or her parents or carers.

- the pupil has ‘gone missing’ from School for a period of time (3.4) with little or no notice; or there is a pattern of repeated absence.

4.3

Support to pupils and School staff

Grace Dieu recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, a care-leaver or previously looked after, or are experiencing some form of neglect. Grace Dieu seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

4.4

Peer on Peer Abuse

Grace Dieu recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harrasment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. although it is recognized that it is more likely that girls will be victims and boys ‘perpetrators’. There is separate School and local authority or LSCB guidance and policies to address these concerns including the Pupil Behaviour Policy, Anti-bullying Policy, E-safety/Acceptable Use Policy, and “Guidance for schools working with children who display sexually abusive behaviour” (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support. The legal threshold for dealing with an issue of pupil behaviour or bullying under this policy is when there is ‘reasonable cause to suspect that a child is suffering, or likely to suffer significant harm’; such abuse will be referred to local agencies. All children involved, whether perpetrator or victim, should be treated as being ‘at risk’.

4.5

Sexting

Grace Dieu does not permit the children to bring mobile phones to schools. However, Grace Dieu will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, *Sexting in schools and colleges: responding to incidents and safeguarding young people* will be used to guide the school’s response on a case by case basis.

The key points being:-

- Inform the Headmistress/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted

- If there is evidence of exploitation or the targeting of a vulnerable student, inform the Police.
- Advice – UK Council for Child Internet Safety (UKCCIS) – Sexting in schools and colleges.

4.6

Sexual violence and sexual harassment

Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or ‘jokes’ and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

Curriculum

Planned PSHCE and RSE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by Grace Dieu’s Behaviour Policy and pastoral support system.

Responding to an incident

- Grace Dieu will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018. Note: staff should not view or forward illegal images of a child.
- We will liaise with police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

4.7

Children Missing

Grace Dieu recognises the entitlement that all children have to be education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the School register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines). See also *Whole School Missing Child Policy*.

4.8

Child Sexual Exploitation

Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It 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. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved

in the illegal supply of drugs (County Lines). Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

4.9

Honour Based Violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the so-called 'honour' of the family and/or the community, including Female Genital Mutilation (FGM) (see **Appendix 4**) forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the DSL for onward referral as required.

4.10

Private fostering arrangements

Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff will inform the DSL so that a referral to Children's Social Care for a safety check can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

4.11

Complaints

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the School's Complaints Procedure.

4.12

Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the DSL about the support they require. The DSL should seek to arrange the necessary support.

Any member of staff who receives a disclosure of abuse or suspects that abuse may have occurred should follow the procedure as laid out in this document – see '**6. Procedures**'.

4.13

Working with parents/carers

Grace Dieu will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the School prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of further harm or compromise an investigation.

5. Roles and Responsibilities

5.1

General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the DSL/DDSL for the current year are listed at the start of this document.

5.2

Governing Body

In accordance with the Statutory Guidance 'Keeping children safe in education' Sept. 2018, the Governing Body will ensure that:

- Grace Dieu has its own child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- Grace Dieu operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. (see *Safer Recruitment Policy*) Furthermore, the Headmistress, a nominated governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers. (see **Allegations against Staff Procedure**)
- There is a senior member of the SLT who is designated to take lead responsibility for dealing with child protection (the DSL) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The DSL undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headmistress and all other staff and volunteers who work with children (including early years practitioners within settings on the School site), undertake appropriate training which is regulated updated (at least every three years in compliance with the LSCB protocol and normally every two at GD); and that new staff and volunteers who work with children are made aware of School's arrangements for child protection and their responsibilities (including this policy, Part I of KCSIE, the Pupil Behaviour Policy and how to respond if children go missing. The Local Authority Induction leaflet, 'Safeguarding in Education Induction – Child Protection Information, Safer Working Practice' will be used as part of this induction and Annex A from KCSIE, Sept. 2018 is provided to all staff working directly with children.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.

- Chair of Governors deals with any allegations of abuse made against the Head, in liaison with the LADO.
- Effective policies are in place and procedures are updated annually including a behaviour 'code of conduct' for staff and volunteers (in keeping with 'Guidance for Safer Working Practice' for those who work with children in education settings – Oct. 2015). Information is provided to the Local Authority (on behalf of the LSCB) THROUGH THE Safeguarding Annual Return.
- There is an individual member of the Governing Body (**Mrs Holly Cross**) who will champion issues to do with safeguarding children and child protection within the School, liaise with the DSL and provide feedback to the Governing Body. An annual review of the Child Protection and Safeguarding arrangements and accompanying policies is undertaken by the Governor with responsibility for Safeguarding (**Mrs Holly Cross**) which is discussed and reviewed by the Board of Governors.
- The Governors will receive annually a report on changes to the Safeguarding Children Policy and/or any associated procedures; training undertaken by the DSL, Headmistress and other staff; and the number of incidents/cases (without details or names).
- The School contributes to inter-agency working in line with statutory guidance 'Working Together to Safeguard Children' 2015 and updated 2018 including providing a co-ordinated offer of Early Help (through school provision or via referral) if required. Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

5.3

Headmistress

The Headmistress will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in training, meetings, inter-agency work, etc.
- Allegations of abuse or concerns that a member of staff or adult working at School may pose a risk of harm to a child/young person are notified to the LADO.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner; see para **Whistleblowing** below;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

5.4

The Designated Safeguarding Lead (DSL) or (DDSL)*

***Named at the start of this document**

The School has appointed a senior member of staff (the Headmistress) with the necessary status and authority to be responsible for matters relating to child protection and welfare. The main responsibilities of the Designated Safeguarding Lead are:

- to be the first point of contact for parents, pupils, teaching and non-teaching staff and external agencies in all matters of child protection;
 - to co-ordinate the child protection procedures in the School;
 - to maintain an on-going training programme for all School employees and act as a source of support, advice and expertise in the School;
 - to monitor the keeping, confidentiality and storage of records in relation to child protection; see below **Records, Monitoring and Transfer**
 - to liaise with the Designated Person(s) responsible for Child Protection appointed by Leicestershire County Council, and the Leicestershire Prevent Engagement Team if required;
 - to oversee and co-ordinate the School's implementation of the Prevent duty in respect of preventing radicalisation;
 - to update the Safeguarding Policy and procedures in line with current guidance and changes, and to inform staff, Governors and volunteers of any updates and or changes;
 - to advise and act upon all suspicion, belief and evidence of abuse reported to her;
 - to be alert to the specific needs of children in need, those with special educational needs and disability and young carers.
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- When there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' inform **Leicestershire County Council First Response Children's Duty Team (0116 305 0005)** and /or the Police, but within 24 hours of a disclosure or suspicion of abuse;
 - Inform the **First Response Service Manager, Kay F who can be contacted on (0116 3056015)**; for **Allegations** (*or concerns raised about the conduct of staff towards children*) **either Mark Goddard or Karen Browne should be contacted on 0116 3057597** and for general safeguarding concerns, contact **Simon Genders – Safeguarding Development Officer – on 0116 3057597**
 - Keep the Governor responsible for Child Protection at Grace Dieu, **Mrs Holly Cross**, informed as is necessary, or the Chair of Governors, **Mr Richard Gamble**.
 - Should the concern or allegation be about the Headmistress, any staff member, parent or volunteer should contact the Governor responsible for Child Protection, **Mrs Holly Cross**, or the Chair of Governors, **Mr Richard Gamble** whose contact details are found on Page 2 of this Policy.
 - Ensure that the School is represented at any relevant child protection conferences or, failing that, that a report is submitted to the conference from the School as required. She will also ensure that any recommendations made by the conference which involve School staff are carried out as agreed.
 - If the DSL is unavailable or is herself the subject of a complaint, her duties will be assumed by the DDSL **Head of Pre-Prep, Mrs Nicola Dexter** who has received appropriate training which is updated every two years.

- All staff will receive Child Protection training which is updated as required but at least every two years. All staff will receive a copy of part one of *Keeping Children Safe in Education (2018)* or any updates. A record will be kept that each member of staff has received Part 1 of KCSIE 2018 and Annex A.
- Inset training will also be regularly provided to update staff on this policy.
- All new staff will be provided with Induction Training on this Policy and its implementation – recognizing and reporting concerns immediately, child protection and role of the DSL and DDSL (including identities of said staff), early help, the pupil behaviour policy, children who go missing and staff behaviour. (Code of Conduct).
- The DSL has undertaken child protection training and training in inter-agency working and will attend refresher training at two yearly intervals or as required by LSCB or following any changes to statutory guidance.
- The Headmistress, as the DSL, will ensure that there are sufficient resources and time allocated to allow her to properly discharge her responsibilities, including the EYFS. The Governor with responsibility for Child Protection, in full support and agreement of the Governing Body, will check (by way of Review), and so ensure, that time and resources are sufficient for the Headmistress to undertake her role as the DSL.

6. Procedures (See Appendix 2 and the ‘Aide Memoire’)

6.1

General

The LSCB procedures contain the inter-agency processes, protocols and expectations for safeguarding children – available on LSCB website – www.lrsb.org.uk: The DSL is expected to be familiar with these.

All parties should act swiftly.

Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, especially if unsure how to proceed.

A record, dated (including the day), and signed must be made as to what has been alleged, noticed, reported and kept securely and confidentially.

In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect a improvement for the child. This is appropriate where it is thought that a child may be in need in some way, and may require assessment to see whether additional support and services are required, e.g. where it is suspected a child may be the subject of neglect. In most cases the parents knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. There will be circumstances when informing the parent/carer of a

referral might put the child at risk, and in individual cases, advice from Children's Social Care will be taken.

6.2

Individual Staff/Volunteers/Other Adults – main procedural steps

When a child makes a disclosure or when concerns are received from other sources:

- listen carefully to the pupil and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place. The School is not empowered to conduct any investigations as this is the duty of the child protection agencies (Children's Services and/or the Police)*
- not ask leading questions, that is, a question which suggests its own answer; examine a child;
- reassure the pupil without giving any guarantee of absolute confidentiality. The member of staff must explain that they will pass the information to the Designated Safeguarding Lead (DSL) who will ensure that the correct action is taken; and
- keep a contemporaneous written record of the conversation. The record must include the date,(including the day) time and place of the conversation and the essence of what was disclosed or noticed,said and done by whom and in whose presence. The record must be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the DSL. A confidential email marked as 'Private and Confidential' and sent with 'High Importance' to the Headmistress is an alternative and efficient means of passing on a concern. Access to these records is on a 'need to know' basis and decisions about access will be made in consultation with the Headmistress.
- All evidence - for example, scribbled notes, mobile phones containing text messages, clothing, computers - must be, as far as is possible, safeguarded and preserved.

***The School should not do anything that may jeopardise a police investigation, such as ask a pupil a leading question or attempt to investigate the allegations of abuse.**

- Allegations against staff (see below **Allegations Against Staff**) volunteers or governors must be reported to the Headmistress* unless the allegation is about the Headmistress in which case the concern or allegation should be brought immediately to the attention of the Governor with responsibility for Child Protection, **Mrs Holly Cross** or the Chair of Governors, **Mr Richard Gamble** without notifying the Headmistress first.

*If the Headmistress is absent, the allegation should be passed on to the Governor with responsibility for Child Protection or the Chair of Governors. In case of serious harm, the Police should be informed from the outset.

- If this has not already been done, inform the child (or other party who has raised the concern) what action has been taken.
- **Whistleblowing:** All staff are required to report to the Headmistress or the Chair of Governors any concern or allegations about School practices or the behaviour of colleagues which are likely to put pupils at risk of abuse or other serious harm. In exceptional cases such reports should be made to Ofsted. There will be no retribution or disciplinary action taken against a member of staff for making such a report provided that it is done in good faith. In doing so, the reporting staff member is provided with immunity from retribution or disciplinary action for 'whistleblowing' in good faith. The School's Whistleblowing Policy is in the Staff Handbook. The NSPCC whistleblowing helpline number is available (0800 028 0285).

6.5

DSL – main procedural steps

- Begin a case file – record of observations, communications, stored securely.
- Where initial enquiries do not warrant an enquiry inform the initiating adult and monitor the situation.
-

The action to be taken will take into account:

- the local inter-agency procedures of Leicestershire County Council's **Pathway to Services** – whether that be a 'First Response' (Section 47, immediate intervention, referrals via the Leicestershire Safeguarding Children's Board (LSCB) online form, or a request from the LSCB for early intervention via the "Early Help" (Section 17) referral process);
- the nature and seriousness of the suspicion or complaint. *(A complaint involving behaviour which may constitute a criminal offence will always be referred to the Designated Officer (LADO) and the Police. The School must not conduct any further investigation but follow the advice provided by the Designated Officer or police.)*
- the wishes of the complainant's parents, provided they have no interest which is in conflict with the pupil's best interests. The DSL will ensure that parents are properly informed. Again, it may be necessary, after all appropriate consultation, to override parental wishes in some circumstances. If the DSL is concerned that disclosing information to parents would put a pupil at risk, he or she will take further advice from the relevant professionals before making a decision to disclose:
 - duties of confidentiality, so far as applicable; and
 - the lawful rights and interests of the School community as a whole, including its employees and its insurers.
- If there is room for doubt as to whether a referral should be made, the DSL will consult in all cases with the *Safeguarding Development Officers* (SDO - **Simon Genders**), or the *First Response Service Manager* (**Kay Fletcher**) or Designated Officer (LADO) on a no names basis without identifying the family. However, as soon as sufficient concern exists that a pupil may be at risk of significant harm, a referral will be made **without delay**. If

the initial referral is made by telephone, the Designated Person will confirm the referral in writing to Leicestershire County Council - specifically **the First Response Children's Duty Team (Priority Referral)** within **24 hours**. If no response or acknowledgment is received within three working days, the DSL will contact the above agencies within 24 hours. All other referrals should be made using the online form (<http://lrsb.org.uk/childreport>)

- If the concern is about children using harmful sexual behaviour, refer to the separate guidance: 'Guidance for schools working with children who display harmful sexual behaviour,' (Leicestershire LA Guidance).
- If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally by ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- Exceptional circumstances – if it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation Line. Remain with the child until the Social Worker takes responsibility. If a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (i.e. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

7. Working with External Agencies

7.1

Grace Dieu Manor School recognises that it is an agent of referral and not an investigative body. It fully accepts that the investigation of child abuse is the responsibility of the Children's Services and the Police and will do everything possible to support and assist them in their task. The local contact number is: **Simon Genders on 0116 3057750** who is the Safeguarding Development Officers, or **Mark Goddard 01163057597** who is the LADO.

We will endeavour to build relationships with other agencies so that understanding trust and confidence can be built which will help to secure effective co-operation in cases of actual or suspected abuse

Whether or not the School decides to refer a particular complaint to Children's Services or the Police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to any of the aforementioned external agencies being provided with all the appropriate names, addresses and telephone numbers.

7.2

The role of the LADO (Designated Officer)

The role of the LADO is set out in *Working Together to Safeguard Children 2015*.

The LADO (also the Allegations Manager) is located within Leicestershire Children's Services. The LADO will be contacted immediately to discuss any allegation and to agree a course of

action. Discussions should be recorded in writing, and any communication with both the individual and the parents of the child/children agreed. The School must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. The LADO will be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child;
- possibly committed a criminal offence against children, or related to a child;
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. This includes all adults who are members of staff who are paid, unpaid, permanent, volunteers, casual, agency, or anyone self-employed. It covers concerns, allegations or offences emanating from within or outside of work.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. The LADO will provide advice and guidance and help determine whether the allegation sits within the scope of the procedures. Within the role the LADO helps co-ordinate information sharing. The LADO will also monitor and track any investigation with the expectation that it is resolved as quickly as possible.

8. Allegations against Staff (including Head) and Volunteers

See Part 4; KCSIE Sept. 2018

8.1

The School procedures for dealing with allegations against staff (and volunteers who work with children) aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures are outlined in the *'Procedures when a Member of Staff, Volunteer, Child Protection Officer or Headmistress faces Allegations of Abuse.'*

8.2

As per the *Procedures when a Member of Staff, Volunteer, Child Protection Officer or Headmistress faces Allegations of Abuse* suspension will not be an automatic response to an allegation. Full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation.

8.3

Where an allegation or complaint is made against any member of staff or a volunteer, the matter must be reported immediately to the DSL (Headmistress). A written record given/or if none DSL makes a note (day, date and time and disclosure).

8.4

Where an allegation or complaint is made against the Headmistress, the person receiving the allegation should immediately inform the Governor responsible for Child Protection (**Mrs Holly Cross**), or the Chair of Governors (**Mr Richard Gamble**). In the absence of either, contact can be made with the LADO.

8.5

Before taking further action, Head or Chair of Governors should notify and seek advice from the Allegations Manager the same day. You may be asked to clarify details or the circumstances of the allegation, but this does not amount to an investigation. Report to First Response if the LADO so advises or if circumstances require a referral concerning a child. ON-going involvement in cases:

- liaison with LADO
- Co-operation with investigating agencies as appropriate
- Consideration of employment issues/disciplinary action where no further action taken by investigating agencies
- Possible referral to DBS or TRA, depending on outcome.

8.6

Detailed guidance (***The Code of Conduct, Safeguarding Training, and Keeping Children Safe in Education Part 1, September 2018, together with Annex A and the School's Safeguarding Training Session***) is given to all staff and volunteers 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. This guidance is contained in this Policy, is in Grace Dieu's Code of Conduct and is an integral feature of Child Protection/Safeguarding INSET provided by the School.

8.7

If the School ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement **will not** be used and there will be a prompt and detailed report to the **Disclosure and Barring Service within one month**. 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.

8.8

In addition to the School's commitment to report to the Disclosure and Barring Service (DBS), within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children, the School also has a statutory obligation to consider making a referral to the **Teaching Regulation Agency**(TRA) in instances where a teacher has been dismissed (or would have been dismissed had he/she not resigned, and having followed the School's disciplinary policy (Panel Hearing). A referral to the TRA would include behaviours deemed as 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. If a Panel has found that there has been "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, of a relevant offence", it must make a judgement about whether to recommend the imposition of a prohibition order by the Secretary of State. If the School is required to make a referral to the DBS, it will also make a referral to the . Where a dismissal

does not reach the threshold for DBS referral, the School will give due consideration as to whether a referral ought to be made to the TRA.

Once a senior official from the TRA has received a recommendation on prohibition from a panel they will, within two working days wherever possible, make a decision on whether to impose a prohibition order. The decision will take account of the panel's recommendations and will be notified to the teacher concerned in writing before it is made public.

A prohibition order applies for life.

9. Allegations against Pupils

9.1

A pupil at Grace Dieu Manor School against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's Behaviour Policy/Exclusion Policy will apply. The School will take advice from Children's Services Local Safeguarding Development Officers (SDOs) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the SDO(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 immediate family, e.g., Grandparents will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend him/her during the investigation.

9.2

Suspected harm from outside the School: A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questions. A sufficient record should be made of the conversation and if the member of staff continues to be concerned he or she should refer the matter to the DSL.

9.3

Missing child procedures: All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any child missing from School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. See also *Children Missing in Education Policy*.

9.4

Informing parents: Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the DSL/Headmistress will need to consult the SDO(s) before discussing details with parents.

10 Early Years Foundation Stage Provision

10.1

The DSL will take lead responsibility for safeguarding children within the EYFS setting and for liaising with local statutory children's agencies as appropriate.

10.2.

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

10.3

Regard has been made to the *Statutory Framework for the Early Years Foundation Stage: Setting the standards for learning, development and care for children from birth to five*, in particular Section 3 – *The Safe Guarding and Welfare Requirements*. The School does comply with Section 3.4 having in place and regard to its *Procedures when a Member of Staff, Volunteer, Child Protection Officer or Headmistress faces Allegations of Abuse* document, together with its *ICT Acceptable Use Policy For School Staff* and the *EYFS Mobile Phone Policy* which states that staff in all settings, including EYFS, **cannot** use mobile phones and personal cameras in the classroom unless permission is sought from the Headmistress or the Head of Pre-Prep/Nursery as stated in the School's *Staff Acceptable Use Policy*.

10.4

Outside of the normal working hours (7.30 – 6pm) the Headmistress should be contacted on her School Phone (**07789888622**) where there are safeguarding concerns. This would apply during any and all School holidays, and would also apply to the School setting as a whole.

11. Support for Pupils, Staff and Families

11.1

For any pupil undergoing a Child Protection Referral and investigation the need for support will be great and quite often such support will be limited to what the School can offer. We aim at least to provide a secure classroom environment in which the pupil feels valued and protected and will make other support as within our means to do.

11.2

The DSL/Headmistress will, whenever possible, make themselves available to discuss individual children or situations with concerned members of staff.

11.3

The School will offer support where possible to the family of a pupil or pupils involved in a protection investigation within the time and expertise constraints of its role and always

remembering the limits of confidentiality and the fact that it is the welfare of the child that is paramount.

12. Teaching children how to keep safe

12.1

Safeguarding in the Curriculum

Pupils are taught about safeguarding in School. The following areas are among those addressed in PSHCE and in the wider curriculum:

- Bullying/Cyber bullying
- Drugs, alcohol, substance abuse (aim to build in ref to County Lines where appropriate) – through Life Centre Education (visitors and age appropriate)
- Internet safety
- Stranger Danger
- Fire and water safety
- Road safety
- Healthy relationships – RSE Programme for Years 5 & 6
- Sexual exploitation (online) – NSPCC visit

The DSL will ensure that the School's academic curriculum, specifically in subjects such as PSHCE, RE, History, includes relevant teaching matter to maintain and reinforce British values and to build resilience to radical and extremist views. Attention is paid to safe use of electronic equipment and the internet (Acceptable Use Policy) and children are taught about the dangers of strangers on line- 'Stranger Danger' – in an age appropriate way.

12.2

Online Safety

It is essential that our children are safeguarded from potentially harmful and inappropriate online material. As such, we must ensure appropriate filters and appropriate monitoring systems are in place. Additional information to support us to keep our children safe online is provided in Annex C of KSCIE 2018. Responsibility for online safety sits with the DSL.

See: *UK Safer Internet Centre: appropriate filtering and monitoring*

Whilst it is essential that we ensure that appropriate filters and monitoring systems are in place, we should be careful that "over blocking" does not lead to unreasonable restrictions as to what our children can be taught with regard to online teaching and safeguarding.

The DSL will ensure that other School policies, including specifically its ICT Acceptable Use Policy and Staff Recruitment Policy, contain provisions to keep its pupils safe from terrorist and extremist material.

Our Acceptable Use Policy gives guidance on **online safety** which forms part of the School's wider safeguarding policy; children are given advice on the use of technology in the classroom and beyond, as are staff (Acceptable Use Policy for Staff) and parents, as delivered in Internet Safety initiatives for children and also parents. Parents are provided with internet safety magazines. The School focuses each year on Internet Safety Day and Year 6 pupils attend the E-Safety Zone each year (as well as Warning Zone). The School's technology infrastructure has in place filters to monitor inappropriate content and children's use of the internet is monitored. The School has an updated Data Protection Policy. Online safety was previously addressed by Headmistress as part of whole School safeguarding INSET – how Safeguarding impacts all aspects of School life and beyond.

See also: *Acceptable Use of Cameras and Mobile Phones within School and Nursery*

13. Records, Monitoring and Transfer

13.1

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the School. The DSL is responsible for such records and for deciding at what point these should be passed to other agencies.

13.2

Records relating to actual or alleged abuse or neglect will be stored apart from normal pupil or staff records. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

13.3

Child protection records are stored securely with access confined to specific staff, e.g. DSL's and the Headmistress. These are reviewed regularly to check whether any action or updating is required. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

13.4

When children transfer school their safeguarding records are also transferred. These will be transferred separately and best practice is to pass these directly to a DSL in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific on-going support relevant information will be transferred prior to the child arriving at their new school. In the event of a child moving out of the area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named DSL and a photocopy kept. Files requested by other agencies, e.g. Police, should be kept.

14. Data Sharing

14.1

Whilst the Data Protection Act 2018 and GDPR places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

15. Recruitment and Selection of Staff

15.1

The School's safer recruitment processes follow the Statutory Guidance: KSCIE 2018, Part 3: Safer Recruitment - see Grace Dieu's Safer Recruitment Policy.

15.2

The School will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection/inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious, etc., will also not be included in a reference.

15.3

The School has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an on-going culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the Code of Conduct for staff.

15.4

In line with statutory requirements, every recruitment process for school staff will have at least one member (teacher or governor) who has undertaken safer recruitment training.

15.5

Staff and volunteers who provide early years or later years childcare and any managers of such children are covered by the disqualification regulations of the Childcare Act 2006 - note changes to Disqualification by Association (August 2018).

This Policy will be reviewed annually.

See **Appendix 3** – Other relevant policies

Signed:

Date:

Position: Headmistress

Signed:

Date:

Position: Governor

Reviewed by Margaret Kewell and Mrs Holly Cross (Governor) – **September 2018.**

Appendix I

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part One of KCSIE (2018) if staff have any concerns about a child's welfare, they should act on them immediately. They should follow the School's child protection policy and speak to the Designated Safeguarding Lead (or deputy).

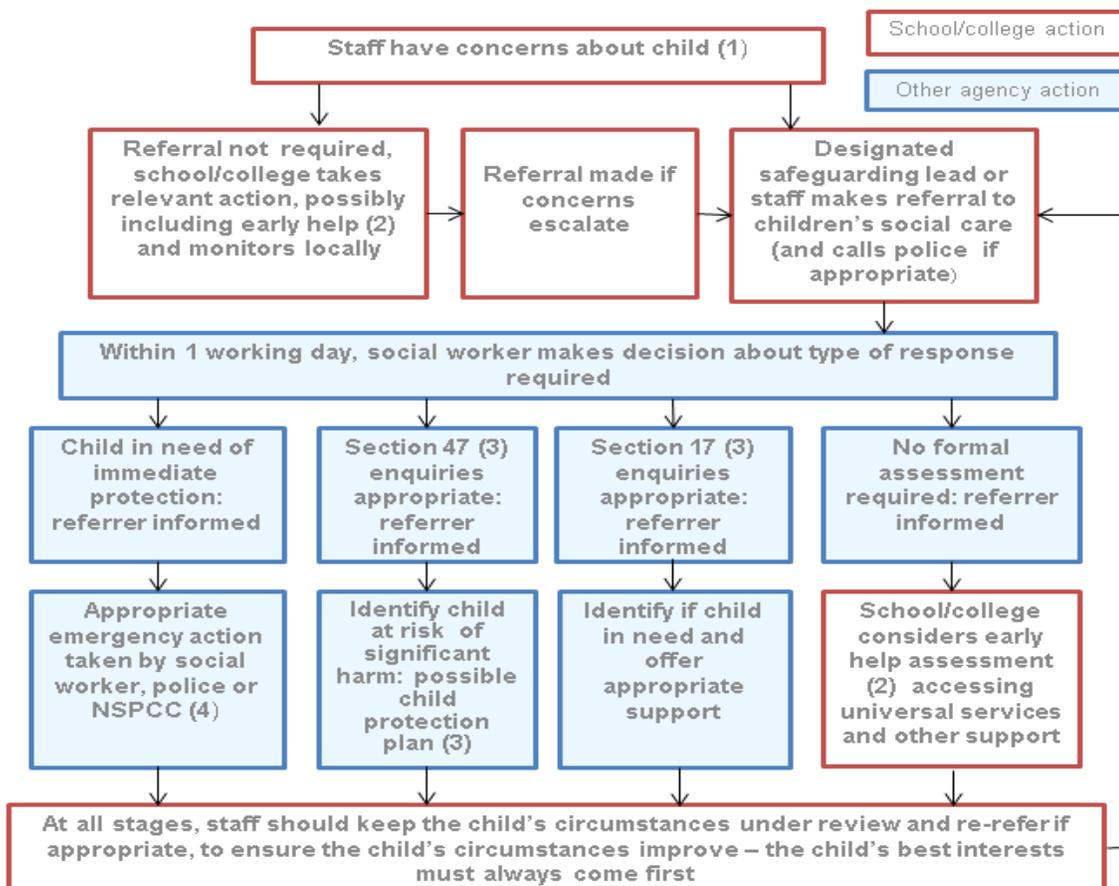
Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Appendix 2

Actions where there are concerns about a child



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of Working Together to Safeguard Children.
- (5) This could include applying for an Emergency Protection Order (EPO).

Appendix 3

Other Relevant Policies

The School's responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, including, in particular, the Anti-Bullying Policy and Procedure. Others include:

- Safer Recruitment and protocol for identifying and monitoring visitors to the School
- Whole School Behaviour Policy (Pupil)
- Staff Code of Conduct
- Anti-Bullying (including Cyber bullying)
- Physical Interventions/Restraint
- Special Educational Needs and Disability (Learning Support)
- Trips and Visits
- First Aid and the administration of medicines
- Health and Safety
- Relationships and Sex Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety/Acceptable Use Policy (Pupils)
- Acceptable Use of Cameras and Mobile Phones
- Extended School activities
- Whistle Blowing Policy

The above list is not exhaustive but when undertaking development or planning of any kind the School will consider the implications for safeguarding and promoting the welfare of children.

Appendix 4

Female Genital Mutilation (FGM)

Section 5B of the FGM Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appear to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The School's response to FGM will take into account the government guidance, 'Multi-agency statutory guidance on FGM', April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the DSL and a report must also be made to the Police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (e.g. based on known history of practicing this in her family, community, country of origin). If the risk of harm is imminent emergency measures can be taken.

Appendix 5

Safeguarding pupils who are vulnerable to Extremism and Radicalisation

1.1

The School recognizes the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism and takes seriously its responsibilities laid out in the *Prevent Duty Guidance for England and Wales (March 2015)*. It is committed to take all necessary steps to protect its pupils from the threat of radicalisation. The School's single point of contact for overseeing and co-ordinating its implementation of this duty is the DSL.

Our duties include:

- Assessing the risk of pupils being drawn into terrorism
- Following LSCB procedures
- Appropriate staff training
- Appropriate online filtering

1.2

The DSL will ensure that the School has in place a system to assess the general level of risk of its pupils being subject to radicalisation or being drawn into terrorism/extremist activity and will liaise with the Leicestershire Safeguarding Children Board for advice and support and for their assessment of general levels of risk within the local area.

1.3

When concerns are raised about a pupil (or pupils) in this context, the DSL will decide when it is appropriate to make a referral to local Social Services in the normal way or to refer to the Home Office Channel programme. Although decisions to seek support for a child in need, or about whom there are radicalisation concerns, would normally be taken in consultation with parents and pupils, their consent is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

1.4

The DSL will undertake appropriate Prevent awareness training and will ensure that, as part of the School's regular Child Protection training programme, all staff also have appropriate Prevent awareness training to be able to recognise and respond appropriately to the threat of radicalisation, making use of the Home Office Workshop to Raise Awareness of Prevent (WRAP) as appropriate. The DSL will also ensure that all staff have access to the Home Office briefing note, *How Social Media is used to encourage travel to Syria and Iraq*.

1.5

The DSL will work with IT provision to ensure suitable filtering of the internet is in place and to respond to any filtering issues that arise.

1.6

Grace Dieu is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths

and beliefs. The pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to fully participate in and contribute positively to life in modern Britain.

1.7

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. Our School seeks to protect children against messages of all violent extremism; concerns should be referred to the DSL who will contact Prevent/Channel if required.

[‘The use of social media for online radicalisation’](#) is a helpful guide for schools.

Radicalisation and Extremism Risk Assessment

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
What factors make the school community potentially vulnerable		

to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
Comment on the school's community, locality and relevant history		
Risk evaluation	Low Medium High	Way Forward

Date completed.....
Signed.....

Aide Memoire for Staff

If any child approaches you with a concern which might be related to some form of child abuse, the following procedure must be followed. Please note the new advice from DfE/ISI on 2 leading questions which ARE now permitted:

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said. Acknowledge how difficult it must have been to talk about it.
- Take it seriously. Listen quietly and carefully.
- Reassure, but only as far as is honest and reliable.
- **DO NOT** promise confidentiality - you have a duty to refer the matter. Never agree to keep secrets.
- Tell the child that you will need to refer the matter to the Headmistress, whose job it is to take the matter further in order to protect them.
- Record carefully and in detail what is being said but **DO NOT** interrogate for full details.
- **DO NOT** ask leading questions (e.g. “what did he/she do next?”, “did he/she do/say?”) Such questions may invalidate the evidence should the matter ever come to Court.
- ***However, we are allowed to ask the following direct questions: a) “Who has been hurting you?” and b) “what does he/she do to you?”***
- **DO** ask open questions like “what do you want to tell me?”... “What happened next”....“is there anything else you want to tell me?”
- **DO NOT** criticise the (alleged) perpetrator.
- **DO NOT** ask the child to repeat what they have told you to another person. Explain what you have to do and to whom you have to refer the matter. You are encouraged to see the matter through and to keep in touch with the child (depending on circumstances, and advice from the Headmistress who is the DCPO at Grace Dieu).
- **Make brief notes at the time and write up your notes straight after the meeting. Record the date, time and place of the conversation.**
- **DO NOT destroy your original notes** (no matter how scrappy or sketchy they are) in case they are required by a Court.

- Record the date, time and place of the conversation plus any noticeable, non-verbal behaviour and the words that are used by the child. If the child uses slang, record exactly what is said rather than interpreting meaning.
- If relevant, draw a diagram or use a body map to indicate the position of any visible marks on the child's body.
- Record statements and observable things, not your interpretations or assumptions.
- **DO NOT** assume anything, nor speculate or jump to conclusions.

REPORT THE MATTER IMMEDIATELY TO THE HEADMISTRESS who is Grace Dieu's Child Protection Officer/Designated Senior Person. If she is away from School, the Headmistress should be contacted via the School Office and a message can be got to her immediately. It might be necessary to gather other evidence immediately so there must not be any delay in referring the matter to the Headmistress. Failing this, Mrs Nicola Dexter (DDSL) should be contacted.

Information about the allegations must **NOT** be shared with anyone else.

If the allegation is against the Headmistress, please contact either the Chairman of Governors (**Mr Richard Gamble** as soon as you can, or **Mrs Holly Cross** (Safeguarding Governor). Their numbers can be found on Page 2 of this Policy.

Of course, it is hoped that you will never have to deal with anything of this nature but, if you do, it is very important that the above procedures are rigorously followed.

MK Sept 2018