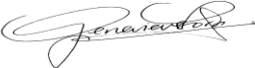






Downe House

Safeguarding Policy and Child Protection Policy for Downe House

This policy has been adapted from the West Berkshire model child protection and safeguarding policy.

Designated Safeguarding Lead (DSL)	Sign & Date:	 6 th September 2016
Headmistress	Sign & Date:	
Chair of Governing Body	Sign & Date:	

REVIEW

The Designated Safeguarding Lead and the Headmistress will review the policy annually with a view to recommending any changes to the Board of Governors' Education Committee prior to its annual review by the full Board.

Safeguarding the Welfare of Young People is a standing agenda item on the Governors' Education Committee agenda. The implementation of the policy is reported upon.

Review schedule

Date	Description of any changes	Date approved by Governing Body
15.01.16	Addition of Appendix 10	As above
01.09.16	See green highlighted sections Replacement of the term Designated Person with Designated Safeguarding Lead (DSL)	
01.01.17	Updated contact details for the new West Berkshire LADO.	
03.02.17	Updated details for the Education Welfare & Safeguarding Officer	
27.02.17	Updates in red	

REVIEW LEADER: DSL
NEXT REVIEW: September 2017

DEFICIENCIES

Should there be any deficiencies in the policy and/or procedures, the School commits to remedying these immediately in order to ensure the highest standards are maintained.

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1. Key Contacts

Key Contact list for Safeguarding in Downe House

	Name	Telephone contact	Email
Designated Safeguarding Lead	Genevieve Ford	01635 204791/ 07825 314582	fordg@downehouse.net
Headmistress	Emma McKendrick	01635 204602/ 07833 297029	headmistress@downehouse.net
Safeguarding Governor	Caroline Cunningham	07866 592680	caro4line@aol.com

Key Contacts within the Local Authority

Berkshire LSCB Procedures: <http://www.westberkslscb.org.uk/guidance-procedures/policy-procedures/>

	Name	Address	Telephone contact	Email
Contact, Advice & Assessment Service (CAAS)	Duty Social worker	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	Professionals only contact number: 01635 503190 Parents only Contact number: 01635 503090 or Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01635 519740	child@westberks.gov.uk
Prevent Officer Thames Valley Police	Claire Chavagnon	Reading Police Station Castle Street Reading RG1 7TH	01865 841148 07800 702654	claire.chavagnon@thamesvalley.pnn.police.uk
Principal Education Psychologist and PREVENT Lead, Education	Cathy Burnham	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 519014	cburnham@westberks.gov.uk
Principal Education Welfare Officer, Lead Officer in Education for Safeguarding, Local Authority Designated Officer for Schools (LADO Schools), Principal Education Welfare Officer (PEWO) Contact can be made via CAAS	Karen Pottinger	Council Offices Turnham's Green Park Pincent's Lane Tilehurst Reading Berkshire RG31 4UH	01635 503190	kpottinger@westberks.gov.uk
Education Welfare & Safeguarding Officer	Joan Ball	Council Offices Turnham's Green Park Pincent's Lane Tilehurst	01189 167770 07795 333563	joan.ball@westberks.gov.uk

		Reading Berkshire RG31 4UH		
Local Authority Designated Officer (LADO) Contact can be made via CAAS	Debi Miles from 1 st January 2017 Debi is part of the Quality Assurance and Safeguarding Service which is managed by Sue Adamantos	Council Offices West Street House West Street Newbury Berkshire RG14 1BD	01635 503153	cpadmin@westberks.gov.uk cpadmin@westberks.gcsx.gov.uk
The Disclosure and Barring Service		PO Box 3961, Royal Wootton Bassett , SN4 4HF	DBS helpline 03000 200 190	

2. Purpose

An effective whole-school **child-centred safeguarding and** child protection policy is one which provides clear direction to staff and others about expected behaviour when dealing with child protection issues. An effective policy also makes explicit the school's commitment to the development of good practice and sound procedures. This ensures that child protection concerns, referrals and monitoring are handled sensitively, professionally and in ways which support the needs of the child.

This policy links in with Berkshire Local Safeguarding Children Board child protection procedures. These procedures can be found by clicking on the following link <http://www.westberkslscb.org.uk/guidance-procedures/policy-procedures/> and this link is saved as a shortcut on all school staff computers and laptops as stated in the document.

3. Introduction

- 3.1 Downe House takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. "The welfare of the child is paramount" (Children Act 1989). **'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.'** This means **that the school should consider, at all times, 'what is in the best interests of the child.'** 'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes'. **(Keeping Children Safe in Education, September 2016).**
- 3.2 Section 175 of the Education Act 2002 places a statutory responsibility on the governing body to have policies and procedures in place that safeguard and promote the welfare of children who are pupils of the school - **Keeping Children Safe in Education, September 2016** sets out the responsibilities of governing bodies including the need to remedy without delay any deficiencies or weaknesses in regards to **safeguarding and** child protection arrangements that are brought to the attention of the school management or Governing Body.
- 3.3 Section 11 of the Children's Act 2004 sets out the arrangements that education services and schools must make to promote the welfare and safeguarding of children and young people. **'Everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.'** **(Keeping Children Safe in Education, September 2016)** "All schools and further education institutions have a statutory duty to safeguard and promote the welfare of children. Consequently, staff in these establishments play an important part in safeguarding children from abuse and neglect and by early identification of children who may be vulnerable or at risk of harm and by educating children, about managing risks and improving their resilience through the curriculum. All schools and further education institutions should create and maintain a safe environment for children and young people, and should be able to manage situations where there are child welfare concerns". Safeguarding is everyone's responsibility and should be a child centred approach". (Working Together 2015).
- 3.4 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education **September 2016**).
- 3.5 There are five main elements to this child protection and safeguarding policy:

- a) Ensuring we practise Safer Recruitment processes in line with national legislation by using at least one suitably trained recruiter on all interview panels. The School's Safer Recruitment and Selection Policy can be found on the School website and is available to all staff in the 'My Policies' section in Merlin.
- b) Establishing a safe environment in which children can learn and develop. This can be achieved by the creation of a positive school atmosphere and teaching, and the pastoral support offered to pupils.
- c) Protection by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns. Raising the awareness of child protection issues and equipping children with the skills needed to keep them safe.
- d) Developing and then implementing procedures for:
 - Identifying and reporting cases, or suspected cases, of abuse
 - Offering support to pupils who may be at risk of, or vulnerable to violent and non-violent extremist or terrorist narratives.
- e) Support to pupils who may have been abused.

3.6 This policy applies to all pupils, staff, governors, volunteers, contractors and visitors to Downe House.

3.7 The School recognises it is responsible for making contacts and referrals rather than making enquiries and investigating.

4. Terminology

Child protection refers to the processes undertaken to meet statutory obligations laid out in the Children Act 1989 and associated guidance (see Working Together to Safeguard Children, A guide to inter-agency working to safeguard and promote the welfare of children, 2015) in respect of those children who have been identified as suffering, or being at risk of suffering harm.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. (Keeping Children Safe in Education, September 2016).

Keeping Children Safe in Education September 2016 states that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children.' This means that the school should consider, at all times, 'what is in the best interests of the child.' All staff should be aware that behaviours linked to the likes of domestic abuse, drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but is not limited to bullying, gender based violence/sexual assaults and sexting. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment
- preventing the impairment of children's health or development
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care and

- taking action to enable all children to have the best outcomes.

Staff refers to all those working for or on behalf of the School, full time or part time, in either a paid or voluntary capacity.

Child refers to all young people who have not yet reached their 18th birthday.

Parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Extremism refers to the Government's 'Prevent Strategy' which defines extremism as: "Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces".

Prevent is part of the UK's Counter Terrorism Strategy, preventing people from becoming involved in terrorism or supporting terrorism. 'Prevent duty guidance for England and Wales: guidance for specified authorities in England and Wales on the duty of schools and other providers in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism', HM Government, 2015. The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Downe House recognises that it has a duty of care to its pupils and staff which includes safeguarding them from the risk of being drawn into terrorism, **as well as ensuring there is effective engagement with parents on this subject.**

Radicalisation is the process where someone has their vulnerabilities or susceptibilities exploited towards crime or terrorism – most often by a third party, who have their own agenda, who have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

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. In the first instance staff should discuss early help requirements with the DSL. Staff may be required to support other agencies and professionals in an early help assessment. If early help is appropriate the DSL should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

While the School understands that the acronym 'LADO' has been removed from KCSIE in favour of 'designated officer', it continues to use it for the sake of brevity, as allowed by the Independent Schools Inspectorate Handbook- 'The Regulatory Requirements February 2016'.

5 School policy

- 5.1 We recognise that for our pupils, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse and extremism. Safeguarding is

everyone's responsibility; therefore, everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children. For services to be effective they should be based on a clear understanding of the needs and views of children. (Working Together to Safeguard Children, March 2015).

5.2 This School will therefore:

- a) Ensure they have a Designated Safeguarding Lead (DSL) for Safeguarding, a Deputy Designated Safeguarding Lead and a Safeguarding Governor who have been who have been trained to the appropriate level and understand their responsibilities with respect to the protection of children, young people and vulnerable adults and the safeguarding of all learners; for designated members of staff in schools and colleges this training should take place every two years. The Designated Safeguarding Lead should be able to play an effective role in pursuing concerns and protecting children. All staff and other adults working within the setting are clear about the procedures where they are concerned about the safety of a child.
If staff members have concerns about a child, they should have a conversation with the DSL (or in her absence either the Headmistress or the Deputy Designated Safeguarding Lead) to agree a course of action, although anyone can make a referral to children's social care but they must inform the DSL, as soon as possible thereafter. If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately but must inform the DSL as soon as possible.
- b) Ensure that there are safeguarding policies and procedures in place and are reviewed regularly to ensure children and learners are kept safe.
- c) Ensure that all staff have read at least Part One of 'Keeping Children Safe in Education', September 2016.
- d) Ensure that pupils know that there are adults within the school who they can approach if they are worried or are in difficulty. If a member of staff makes a referral directly, they should inform the DSL (or in her absence either the Headmistress or the Deputy Designated Safeguarding Lead) as soon as possible thereafter.
- e) Establish and maintain an environment where pupils feel safe and secure and are encouraged to talk, and are listened to. Staff respond with clear boundaries about what is safe and acceptable and they seek to understand the triggers for children's behaviour.
- f) Downe House ensures that it meets all the paragraphs in part 2 (spiritual, moral, social and cultural development of pupils), part 3 (welfare, health and safety of pupils), part 4 (suitability of staff, supply staff and proprietors) and part 5 (premises of and accommodation at schools) of the independent school standards.
- g) Positive behaviour is promoted consistently. Staff training and guidance is delivered to ensure that staff have a range of techniques available to them to promote positive behaviour. Reasonable force, including restraint, is only used in strict accordance with the legislative framework to protect the child and those around them.
- h) Have a responsibility and be aware of the signs of abuse and neglect so they can identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff must be aware of the main categories of abuse: Physical, Emotional, Sexual and Neglect. All staff then have a responsibility to take appropriate action, working with other services as needed.

- i) Ensure that any risks associated with children offending, misusing drugs or alcohol, self-harming, Female Genital Mutilation (FGM), Child Sexual Exploitation (CSE), going missing, being vulnerable to radicalisation or being sexually exploited are known by the adults who care for them and shared with the local authority children's social care service or other relevant agency. There are plans and help in place that are reducing the risk of harm or actual harm and there is evidence that the impact of these risks is being minimised. These risks are kept under regular review and there is regular and effective liaison with other agencies where appropriate. (refer to Appendix 3 for further information on specific safeguarding issues).
- j) Ensure all staff members are aware of the systems within the School which support safeguarding and these should be explained to them as part of their induction. Adults understand the risks posed by adults who use technology, including the internet, to bully, groom, radicalise or abuse children. They have well-developed strategies in place to keep children safe and to support them to develop their own understanding of these risks and in learning how to keep themselves and others safe. **House staff in particular and Tutors, but all staff,** have a responsibility to oversee the safe use of technology when children are in their care and take action immediately if they are concerned about bullying or children's well-being.
- k) Any child protection and/or safeguarding concerns are shared immediately with the relevant local authority. Where the concern is about suspected harm or risk of harm to a child, the referral should be made to the local authority for the area where the child lives. Where the concern is an allegation about a member of staff in a setting, or another type of safeguarding issue affecting children and young people the matter should be referred to the local authority in which the setting is located.
- l) **All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the DSL (or in her absence the Headmistress or the Deputy DSL).** Written records are made in a timely way and held securely where adults working with children are concerned about their safety or welfare. Those records are shared appropriately and, where necessary, with consent.
- m) A record of referral is retained and there is evidence that any agreed action following the referral has been taken promptly to protect the child from further harm. There is evidence, where applicable, that staff have an understanding of when to make referrals when there are issues concerning sexual exploitation, radicalisation and/or extremism or that they have sought additional advice and support. Parents are made aware of concerns and their consent is sought in accordance with local procedures unless doing so would increase the risk of or actual harm to a child.
- n) There is a written plan in place that has clear and agreed procedures to protect a child. For children who are the subject of a child in need plan or child protection plan or who are looked after, the plan identifies the help that the child should receive and the actions to be taken if a professional working with the child has further concerns or information to report.
- o) Children who go missing from Downe House receive well-coordinated responses that reduce the harm or risk of harm to them. Risks are well understood and their impact is minimised. Staff are aware of, and implement in full, procedures for children who are missing from home and/or from education. Procedures for notifying the local authority and parents are available, understood and followed. Comprehensive records are held and shared between the relevant agencies to help and protect children.
- p) The Personal Health & Social Education (PHSE) programme equips pupils with the skills they need to stay safe from all forms of abuse such as bullying, homophobic behaviour, racism, sexism and extremism through promoting fundamental British values. Any discriminatory

behaviours are challenged and help and support are given to children about how to treat others with respect.

- q) The PHSE curriculum includes material which will help pupils develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- r) The School commits to making every effort will be made to establish effective working relationships with parents and colleagues from partner agencies.
- s) The School contributes to inter-agency working in line with statutory guidance (Working Together to Safeguard Children, March, 2015). This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to interagency plans to provide additional support to children subject to child protection plans.
- t) Appropriate action is taken when children stop attending the School; where relevant Downe House will inform the local authority when a pupil is going to be deleted from the register.
- u) Ensure the School practises safer recruitment by robustly checking the suitability of staff, contractors and volunteers to work with children to ensure that those who are unsuitable to work with children are not employed, ensuring that all statutory requirements are adhered to. There is monitoring to prevent unsuitable people from being recruited and having the opportunity to harm children or place them at risk.
- v) All staff have a copy of and understand the written procedures for managing allegations of harm to a child. They know how to make a complaint and understand policies on whistleblowing and how to manage other concerns about the practice of adults in respect of the safety and protection of children.

6. Statutory Framework

6.1 This policy is in line with guidance from the following legislation and statutory guidance;

- a) The Children Act 1989 & Section 11 of the Children's Act 2004
- b) The Education Act 2002 (Section 175)
- c) The Education (Pupil Information) (England) Regulations 2005
- d) Dealing with Allegation of Abuse Against Teachers and Other Staff (2011)
- e) Working Together to Safeguard Children (March 2015)
- f) **Keeping Children Safe in Education (September 2016)**
- g) Berkshire LSCB Child Protection Procedures
<http://www.westberkslscb.org.uk/guidance-procedures/policy-procedures/>
- h) What To Do If You're Worried a Child Is Being Abused
- i) Prevent Within Schools, a toolkit for schools May 2015

These can be accessed from West Berkshire's Education Portal on the 'Safeguarding in Schools' page: www.westberkseducation.co.uk

Downe House is familiar with the content of the Independent Schools Standards.

7. Roles and responsibility

7.1 All adults working with, or on behalf of, children have a responsibility to protect them. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed in section 1 of this document.

7.2 It is the role of the Designated Safeguarding Lead to ensure that all of the child protection procedures are followed within the school, and to make appropriate, timely contact with Contact,

Advice & Assessment Services (CAAS) and the Prevent Officer at Thames Valley Police, in cases of suspected extremism and radicalisation under the Prevent Strategy, in accordance with school procedures. If the child resides out of the West Berkshire area, it is the responsibility of the Designated Safeguarding Lead to make contact with the appropriate child protection team for that authority and follow their procedures on how to make a referral. If, for any reason, the Designated Safeguarding Lead is unavailable, **the Headmistress or** a Deputy Designated Safeguarding Lead has been identified who will act in their absence (see section 1). Additionally, it is the role of the Designated Safeguarding Lead to ensure all staff employed, including temporary staff and volunteers within the school, are aware of the school's internal child protection procedures; to advise staff and to offer support to those requiring this.

- 7.3 The Designated Safeguarding Lead/Headmistress provide an annual report for the governing body detailing any changes to the policy and procedures; the training undertaken by all staff and governors and other relevant issues. **Safeguarding and child protection matters are also addressed at every Education Committee of the Governors and of full board meetings and updates given as necessary (see 8.4).** The School will then complete the Annual Audit of Safeguarding in Schools. The purpose of the Annual Audit of Safeguarding in Schools is to keep the LSCB updated on how schools in the authority are managing their statutory responsibilities to safeguarding (section 175 Education Act 2002, section 157 Education Act 2002 and section 11 Children's Act 2004). The findings of the audit will then be reported to West Berkshire Local Safeguarding Children Board (LSCB).
- 7.4 The Lead Officer in Education for Safeguarding, Prevent Lead in Education and the Education Welfare & Safeguarding Officer (see section 1) are available to offer advice and support around safeguarding and procedural issues. Specific training is provided for the school's Designated Safeguarding Lead and Deputy Designated Safeguarding Lead (see section 9).
- 7.5 The Designated Safeguarding Lead/**Headmistress** will be responsible for addressing any barriers to effective inter-agency working and will report to the Headmistress when it has an effect on safeguarding children.

8. The Role of the Governing Body

- 8.1 Part 2 of Keeping Children Safe in Education (September 2016) sets out the responsibilities of governing bodies. The Governing Body is responsible for nominating a governor to take the lead in overseeing Safeguarding and Child Protection. The role of the Nominated Governor for Safeguarding is to ensure that the School has an effective policy, that LSCB Guidelines are complied with and to support the School in this aspect.
- 8.2 The Governing Body ensures that a senior member of staff from the school's leadership team is identified to take the role of Designated Safeguarding Lead (DSL) as defined in Keeping Children Safe, **September 2016**, and given in **Appendix 9** of this document. **The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection. This responsibility should not be delegated.** A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the Designated Safeguarding Lead is unavailable.
- 8.3 The Governing Body is responsible for ensuring the School follows all of its procedures relating to safeguarding including safer recruitment, allegations management and whistle blowing (see sections 13, 15 & 16). The Governing Body will remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body.
- 8.4 Governors are not given details relating to individual Child Protection cases or situations to ensure confidentiality is not breached. Safeguarding will be discussed at all full governing body meetings and the Safeguarding Governor will use this as an opportunity to feed back any relevant information. Governor briefings on roles and responsibilities are provided.

- 8.5 The Governing Body will ensure that the School develops effective links with relevant agencies and that the School co-operates as required with their enquiries regarding child protection matters, including:
- Attendance at case conferences
 - Notifying Social Care/CAAS immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
 - Contacting the child's social worker directly if there is an unexplained absence of a child who is 'Looked After'.
- 8.6 The Governing Body will ensure that the School's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Berkshire Safeguarding Children Board. **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.**
- 8.7 The Governing Body will ensure that there are procedures in place to handle allegations of abuse against members of staff, volunteers and other children.
- 8.8 The Governing Body will have due regard to the need to prevent people from being drawn into terrorism in accordance with the Counter-Terrorism and Security Act 2015.
- 8.9 The Governing Body will carry out reasonable checks, for example for links with extremism, on all visitors who are intending to work with children and/or staff or to address assemblies.
- 8.9.1 The Governing Body will ensure that volunteers are appropriately supervised.
- 8.9.2 The Governing Body will adhere to statutory responsibility to check staff who work with children and will take proportionate decisions on whether to ask for checks beyond those that are required.
- 8.9.3 The Governing Body **notes that it is best practice to** make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- 8.9.4 The Governing Body will ensure that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 8.9.5 The Governing Body will review this Safeguarding and Child Protection policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

9. Procedures

- 9.1 Staff are kept informed about child protection and Prevent responsibilities and procedures through induction, briefings and ongoing awareness training, **as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.** There may be other adults in the School who rarely work unsupervised, more usually working alongside members of the school staff e.g. contractors. The Designated Safeguarding Lead will ensure they are aware of the School's policy and the identity of the Designated Safeguarding Lead.
- 9.2 Any member of staff, volunteer or visitor to the School who receives a disclosure of abuse, an allegation or suspects that abuse or extremism and radicalisation may have occurred **must** report it immediately to the Designated Safeguarding Lead (see section 1) or in their absence, the Headmistress or the Deputy Designated Safeguarding Lead (see section 1). In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

- 9.3 The Designated Safeguarding Lead or **the Headmistress** will **immediately** refer cases of suspected or actual abuse or allegations to West Berkshire's Contact, Advice & Assessment Service (CAAS) for West Berkshire cases or the appropriate local authority where the child lives outside of West Berkshire. If the incident of abuse actually occurred within the West Berkshire boundary it will be referred to West Berkshire CAAS. (See section 1). In cases where a student may be vulnerable to or exhibiting, extremist views the Designated Safeguarding Lead, Headmistress or the Deputy Designated Safeguarding Lead will also refer cases to the Prevent Officer at Thames Valley Police, as well as making a 'contact' to CAAS. (See section 1).
- 9.4 The Designated Safeguarding Lead, Headmistress or Deputy Designated Safeguarding Lead will follow the most up to date contact and referral procedures for West Berkshire's CAAS.
- 9.5 To decide whether a 'Contact' with CAAS is appropriate, the Designated Safeguarding Lead (or Deputy) will telephone CAAS on the Dedicated Professionals number **(as listed in key contacts)**.
- 9.6 Once this is determined, all Contacts to CAAS will be made by telephone **(as listed in key contacts)** where the Contact will be screened by a social worker.
- 9.7 Where there is a child protection concern, allegation or disclosure, a phone call will **immediately** be made to CAAS (or Emergency Duty Team if outside of office hours) to alert them to the situation. Delay in referring cases immediately may place the child at further risk and may prevent CAAS from putting in place timely, protective measures for the child or young person. In the event of a Prevent concern or allegation, a phone call will also be made to the Prevent Officer at Thames Valley Police.
- 9.8 If it is decided that the Contact does not meet the thresholds for CAAS, advice will be provided by the social worker as to whether there is a role for Help for Families.
- 9.9 In cases where the child resides outside of West Berkshire, the Designated Safeguarding Lead will make themselves familiar with referral processes for the child protection team in the child's home authority.
- 9.10 The School will always undertake to share our intention to refer a child to CAAS with the parents or carers unless to do so could place the child at greater risk of harm or impede a criminal investigation. On these occasions the school will take advice from CAAS and/or the Police.
- 9.11 A statement in the school brochure and on the school website will inform parents and guardians about our School's duties and responsibilities under child protection procedures. This policy will be made freely available to parents and guardians on the school website and in hardcopy, on request.

10. Training and support

- 10.1 The Headmistress and all other staff who work with children will undertake appropriate child protection awareness training to equip them to carry out their responsibilities for child protection effectively. **This training needs to be kept up to date and this should be updated every two years. In addition to their formal training, their knowledge and skills should be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.** This will also include Prevent training, to ensure that staff have the necessary training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism. This includes agency and temporary staff.
- 10.2 The Designated Safeguarding Lead will ensure that all staff complete Safeguarding Training **on an annual basis, to provide them with relevant skills and knowledge to safeguard children effectively.** Staff training records will be kept up to date to monitor this. Initial Safeguarding Training will be

completed by attending a Safeguarding Training session delivered by the school Designated Safeguarding Lead (if appropriate training has been completed).

- 10.3 All staff, pupils, supply staff and regular visitors to the school will be told where the policy is kept, given the name of the Designated Safeguarding Lead and informed of the School's procedures in reporting concerns.
- 10.4 The Designated Safeguarding Lead, Headmistress and any nominated Deputies will complete Designated Safeguarding Lead Training and this will be refreshed at least every two years. This will be recorded on staff training records and monitored by the Director of HR.
- 10.5 The Safeguarding Governor will have oversight of all child protection training records to ensure that this is taking place in a timely manner.
- 10.6 Where there are concerns and queries about child protection, support will be available for all school staff from the Designated Safeguarding Lead, and their Deputies. The Designated Safeguarding Lead will seek support from the Headmistress, PREVENT Officer and appropriate local authority staff where needed.

10.7 The School recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. There is opportunity for staff to contribute and shape safeguarding arrangements and child protection policy through regular review meetings.

10.8 All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime and that such concerns should be taken seriously by the Leadership Team. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 or email at help@nspcc.org.uk

11. Professional confidentiality

- 11.1 Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. It forms part of the School's regular training. The only purpose of confidentiality in this respect is to benefit the child. A member of staff must never guarantee confidentiality to a pupil nor should they agree with a pupil to keep a secret. Where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further investigation by the appropriate authorities. Children can be reassured that only the people who "need to know" will be informed, that this will be the minimum necessary and that information will not become common knowledge.
- 11.2 Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. Where information is shared with appropriate staff, they must maintain the confidentiality outlined in 8.1.

12. Records and Monitoring

- 12.1 Well-kept records are essential to good child protection practice. The School is clear about the need to record any concerns held about a child or children within Downe House, the status of such records and when these records should be passed over to other agencies.
- 12.2 Any member of staff receiving a disclosure of abuse, or noticing signs or indicators of abuse, must make an accurate record as soon as possible, noting what was said or seen, putting the event in context, giving the date, time and location. All records will be dated, signed and will include the action taken. Making the record should not delay referring the disclosure to the Designated Safeguarding Lead or appropriate authority.

- 12.3 These notes are kept in a confidential file, which is separate to other files, and stored in a secure place. In the same way, notes must be kept of any pupil who is being monitored for child protection reasons.
- 12.4 If a pupil transfers from the School, these files, where appropriate, will be forwarded to the pupil's new school marked 'confidential' and for the attention of the receiving school's Designated Safeguarding Lead for Safeguarding.
- 12.5 The Designated Safeguarding Lead will ensure that the School follows guidelines set out in its Data Protection Policy. **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.**
- 12.6 The Designated Safeguarding Lead will have oversight of the School's **safeguarding record keeping** to ensure that issues around safeguarding records are addressed appropriately.

13. Attendance at child protection and safeguarding meetings

- 13.1 It is the responsibility of the Designated Safeguarding Lead to ensure that the School is represented and a report is submitted to any Child Protection Conference or Team Around the Child meeting called for children on their school roll or previously known to them. If the Designated Safeguarding Lead is unable to attend, it is their responsibility to identify someone else to attend in their place. Whoever attends should be fully briefed on any issues or concerns the School has.
- 13.2 The School will be part of Core Groups for children subject to Child Protection Plans. Core Groups meet regularly to review and update Child Protection Plans, and the Designated Safeguarding Lead will ensure that the school is represented at these meetings and that records of the meetings are kept. When a child is made subject to a Child Protection Plan, it is the Designated Safeguarding Lead's responsibility to ensure that the child is monitored regarding their school attendance, welfare, presentation and achievement. The Lead Professional will be informed if there is an unexplained absence of two or more days of a pupil who is subject to a Child Protection Plan.
- 13.3 The School will engage with CAAS, Child Protection Conferences, Core Group Meetings and Team Around the Child meetings as appropriate. If the Designated Safeguarding Lead is unable to represent the school, the Deputy Designated Safeguarding Lead or in the absence of either of the above, the most appropriate senior member of staff will be asked to represent the School.

14. Pupils at risk

- 14.1 The School recognises the importance of identifying vulnerable pupils that may be at risk of abuse (Categories of Abuse – see Appendix 2), or children that may have additional support needs. We recognise that a pupil may be classed as vulnerable for a variety of reasons and this may not be a permanent state.
- 14.2 Downe House recognises the following as vulnerable groups (although not exclusively)
- Children with Special Educational Needs
 - Children at risk from neglect; physical; sexual and emotional abuse
 - Disabled children
 - Children with emotional/behavioural/attachment disorders
 - Children experiencing bereavement
 - Children at risk of exclusion
 - Children from Gypsy, Roma, Traveller communities
 - Looked after children and those subject to private fostering arrangements
 - Children missing education/low attendance
 - Children at risk from bullying, including online bullying and prejudice-based bullying

- Children at risk from the impact of new technologies on sexual behaviour, for example sexting
- Children dealing with issues around domestic abuse
- Children affected by substance misuse (drugs, alcohol)
- Children affected by mental health issues
- Children at risk of exploitation, sexual exploitation and trafficking
- Children at risk of honour based violence or forced marriage
- Children affected by faith abuse
- Children affected by gender based violence or violence against women and girls
- Children affected by fabricated or induced illness
- Girls at risk of female genital mutilation
- Children at risk of being drawn into terrorism and radicalisation
- Children with caring responsibilities or classified as a young carer
- Children affected by issues around bullying
- Children affected by crime
- Children affected by gang activity
- Children in receipt of substantial bursaries

14.3 As a School, we will recognise vulnerable pupils and support them through:

- a) The curriculum to encourage self-esteem and self-motivation
- b) The school ethos which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued
- c) The implementation of the School's behaviour management policies
- d) A consistent approach agreed by all staff which will endeavour to ensure the pupil knows that some behaviour is unacceptable but she is valued
- e) Regular liaison with other professionals and agencies that support the pupils and their families
- f) A commitment to develop productive, supportive relationships with parents, whenever it is in the child's best interest to do so
- g) The development and support of a responsive and knowledgeable staff group, trained to respond appropriately in child protection situations
- h) Recognition that statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse so staff who work in any capacity with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems, will need to be particularly sensitive to signs of abuse
- i) Recognition that in a home environment where there is domestic violence, drug or alcohol abuse, children may also be vulnerable and in need of support and/or protection.

14.4 The School recognises it may be the only stable, secure and predictable element in the lives of vulnerable children and that whilst at school their behaviour may still be challenging and defiant or they may be withdrawn.

14.5 This policy should be considered alongside other related policies in school. These are the policy for the teaching of PSHE, the policy for the management of pupils' behaviour (including our policy on physical intervention and our policy on the prevention of bullying), the Staff Code of Conduct and the Whistle-Blowing policy and our Health and Safety policy.

14.6 The School recognises that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to a child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying-without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

15. E-Safety

- 15.1 Downe House believes that the use of information and communication technologies brings great benefits. We recognise that there are e-safety issues that need to be planned for that will help to ensure appropriate, effective and safer use of electronic communications. All members of staff are trained in; receive regular updates in e-safety and recognising and reporting concerns.
- 15.2 Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal. The School therefore, recognises its responsibility to educate pupils, teaching them the appropriate behaviours and critical thinking skills to enable them to remain both safe and legal when using the internet and related technologies.
- 15.3 This School has a separate e-safety policy for staff and pupils which should be considered in line with this policy.

16. Safeguarding and recruitment

- 16.1 Keeping Children Safe in Education, **September 2016** sets out clear guidance for schools which is adhered to at this school. The School will comply with the guidance set out in Part 3 of Keeping Children Safe in Education, **September 2016**. The Safer Recruitment Policy also contains detailed information about recruitment and selection procedures for staff and volunteers.
- 16.2 The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to identify, deter or reject people who might pose a risk of harm to children or are otherwise unsuited to work with them.
- 16.3 All staff working within the School who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications and a satisfactory barred list check, enhanced DBS check and a right to work in the UK
- 16.4 At least one member of every recruitment and selection panel will have completed safer recruitment training.
- 16.5 A Single Central Record of employment checks is held by the School checked termly by the Safeguarding Governor. The Single Central Record covers the following people:
- All staff (including supply staff, and teacher trainees on salaried routes) who work at the school
 - All others who work in regular contact with children in the School, including volunteers
 - All members of the Governing Body
- 16.6 The following information is recorded in respect of staff members (including teacher trainees on salaried routes) together with certificates being obtained, and the date on which each check was completed/certificate obtained:
- An identity check
 - A barred list check
 - An enhanced DBS check/certificate
 - A prohibition from teaching check
 - Further checks on people living or working outside the UK
 - A check of professional qualifications, and

- A check to establish the person's right to work in the United Kingdom
- Prohibition of Management check (as applicable i.e. Headmistress, all staff on the Leadership Team, Academic Heads of Department and Housemistresses/masters)
- An Enhanced DBS Check undertaken by the Secretary of State

16.7 For supply staff, Downe House will include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff and the date that confirmation was received.

16.8 Where checks are carried out on volunteers, Downe House records this on the Single Central Record.

17. Professional boundaries for staff and code of conduct

17.1 Each new member of staff and volunteer will be provided with a full induction on Safeguarding, in addition to the training requirements set out in section 9. Copies of the following documentation will be provided:

- KCSIE- Part 1 and Annex A
- Staff Code of Conduct Policy
- Whistleblowing Policy
- This policy, including the identity of the Designated Safeguarding Leads

Copies of 'Guidance for Safer Working Practice for Adults who work with Children and Young People' will be also be available for all staff and volunteers to read. All staff are required to read Part One and Annex A of Keeping Children Safe in Education, September 2016.

17.2 When staff members and volunteers join Downe House, as part of the Induction Policy, they are required to sign up to and follow the staff code of conduct. This can be found in the Staff Handbook and should be considered alongside this policy. This is included as part of the Induction Policy.

17.3 The School's code of conduct for staff and volunteers is made freely available to staff, visitors, contractors, pupils, parents and guardians on Merlin, the Downe House Management Information System, and in hard copy, at request. This allows everyone to understand our expectations of our staff and to be able to identify any behaviour that may be inappropriate.

17.4 Use of social networking sites by staff is managed in a separate policy and should be viewed in connection with the school code of conduct and this policy.

All school staff are in a position of trust, and there are expectations that they will act in a professional manner at all times. Further non statutory guidance can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

18. Whistleblowing

18.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

18.2 All staff are aware of their duty to raise concerns about the attitude or actions of colleagues, and are regularly reminded of this. Staff are aware how to raise concerns and who to share these with. This is detailed in our Whistle Blowing Policy which should be viewed alongside this policy.

18.3 Whistleblowing concerns about the Headmistress should be raised with the Chairman of Governors, whose details are readily available from the Clerk to the Governors and set down in the School Calendar Booklet.

19. Radicalisation and Extremism

- 19.1 The School values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 19.2 The School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo Nazi/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights Movements.
- 19.3 Staff will be made aware at safeguarding training of the characteristics within children and families that may indicate radicalisation or warning indicators of those who may be vulnerable to radicalisation.
- 19.4 Staff will treat any radicalisation/extremism concerns in the same manner as safeguarding concerns and will follow the School's child protection and safeguarding procedures as outlined in 7.2. (Further information on the 'Prevent Duty' and the School's responsibilities can be found in Appendix 3).

20 Allegations

- 20.1 The School understands and commits to the same high standards of concern and professional responsibility adopted with regard to alleged child abuse by parents are similarly displayed when members of staff are accused of abuse.
- 20.2 The School commits to taking necessary and quick action to protect children from harm, including suspending members of staff, volunteers, and contractors from site where appropriate and relocating resident staff off-site should they be suspended. It recognises that delays are not in the interest of any party.
- 20.3 The procedure to be followed in the event of an allegation being made against a member of staff is set out in Berkshire LSCB Child Protection Procedures. A copy of which is available by following this link: <http://www.westberkslscb.org.uk/guidance-procedures/policy-procedures/>
- 20.4 The School will consult the local authority designated officer (LADO), or if necessary, the police, prior to carrying out any investigations. Discussions will be recorded in writing as will communication with both the individual and the parents.
- 20.5 The Headmistress, Designated Safeguarding Lead or another Senior Leader will, in the first instance, contact CAAS in order to liaise with the Local Authority Designated Safeguarding Lead (LADO (schools) or LADO). Through discussion and consultation, a decision will be made whether to hold an Allegation Strategy Meeting. Where the allegation is against the Headmistress, **the matter should be referred to the Chairman of Governors and the Chairman of Governors will take this action. The Headmistress should not be informed of this until the Chairman of Governors and the LADO have been notified.**
- 20.6 If, for any reason, it is decided that an Allegations Strategy Meeting is not appropriate, it may be necessary to address matters in accordance with the School's disciplinary procedures in liaison with the Director of HR.
- 20.7 Staff and volunteers, as part of their induction, are provided with a guide for staff faced with an allegation of abuse.
- 20.8 Information on Dealing with Allegations of Abuse against Staff can be found in Section 1 (Core Procedures) Item 1.9 (allegations against staff, carers & volunteers) of the Berkshire LSCB Child

Protection Procedures and additional information can be provided by emailing the Principal Education Welfare Officer at West Berkshire Council Offices (as listed in Key Contacts).

- 20.9 The Governing Body will ensure that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in a regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**
- 20.10 The Governing Body will also ensure that there are procedures in place to handle allegations against other children.
- 20.11 The Governing Body is particularly alert to children's safeguarding, to pupil relationships and the potential for peer abuse.
- 20.12 The School commits to reporting to the DBS, within one month of leaving the School, any person whose services are no longer needed because he or she is considered unsuitable to work with children.
- 20.13 The School would respond quickly to requests from the DBS for information which they already hold.
- 20.14 The School would consider carefully in the cases where a DBS referral is not necessary, whether a referral to the NCTL is required.

21 Use of Restraint

- 21.1 It should be noted that shouting, invading personal space and physical restraint are unacceptable forms of sanction. Under subsection 548(5) of the Education Act 1996, teachers may use 'physical intervention' to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child herself)'. Teachers' powers under section 4 of the 1997 Act to restrain pupils from engaging in certain activities remain.
<http://www.legislation.gov.uk/ukpga/1997/44/part/II/crossheading/power-to-restrain-pupils>

22 Opportunities to teach Safeguarding

The School ensures that children are taught about safeguarding, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Relevant issues are covered through PSHE, Section assemblies and in House.

This policy makes reference to the following School policies, copies can be requested from the School by emailing the Administration Manager at adminmanager@downhouse.net or telephoning 01635 200286. Copies for staff can be located on Merlin in the 'My Policies' section.

Behaviour and Discipline (Reviewer: DHM)

Complaints Policy and Procedure for Current Parents (Reviewer: DHM)

Confidentiality (Reviewer: FBUR)

Data Protection (Reviewer: FBUR)

DBS (Disclosure and Barring Service) (Reviewer: DHR)

Email Etiquette (Reviewer: DIS)

E-Safety (Reviewer: DIS)

Health and Safety Manual (Reviewer: DEPS)

Internet Social Networking for Girls (Reviewer: DHM)

Internet Social Networking for Staff (Reviewer: DHM and DIS)

IS Acceptable Use (Reviewer: DIS)

Mobile Phone (Devices) Usage (Reviewer: DIS)

Off-site Activities (Reviewer: DEPS)

Own Vehicle Use (Reviewer: DEPS)

Permanent Exclusion and Removal (Reviewer: DHM)

Prevention of Bullying (Reviewer: DHM)

Safeguarding and Promoting the Health and Safety of Pupils on Activities (Reviewer: DEPS)

Safer Recruitment and Selection (Reviewer: DHR)

Sex and Relationship Education (Reviewer: BD)

Whistleblowing (Reviewer: DHR)

Appendix 1

Types of abuse and neglect

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

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

Indicators of Abuse

Please be aware that this guidance is provided as a useful reminder of the indicators of abuse. It should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration.

There are four main categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect.

Physical abuse

Physical abuse is a form of abuse which may involve:

- Hitting, shaking, throwing, poisoning, burning, bruising, 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

Emotional abuse is 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
- 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 cyber bullying), causing children frequently to feel frightened or in danger, e.g. witnessing domestic violence 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

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities including prostitution, 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 no penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, or 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.

Children under 16 years of age cannot lawfully consent to any sexual activity occurring, although in practice young people may be involved in sexual contact to which, as individuals, they may have agreed.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

- Neglect may occur during pregnancy as a result of maternal substance abuse.
- Once a child is born, neglect may involve a parent or carer failing to:
 - Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
 - Protect a child from physical and emotional harm or danger
 - Meet or respond to basic emotional needs
 - Ensure adequate supervision including the use of adequate care givers
 - Ensure access to appropriate medical care or treatment.
 - It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Peer on peer abuse

Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by all members of staff and are subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Abuse should never be passed off as 'banter' or 'part of growing up'. It can manifest itself in many ways such as bullying, sexual experimentation, physical abuse, sexual abuse, emotional abuse etc. It may be appropriate to regard a young person's behaviour as abusive if:

- There is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- The perpetrator has repeatedly tried to harm one or more other children; or
- There are concerns about the intention of the alleged perpetrator.

If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

Appendix 2

Recognising abuse and neglect

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of possible significant harm
- Justify the need for careful assessment and discussion with designated/named/lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and/or referral to Children's Social Care/CAAS.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (although full account needs to be taken of different patterns of development and different ethnic groups).

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into or have contact with the household.

Indicators of Physical Abuse

This section provides information about the sites and characteristics of physical injuries which may be observed in abused children. It is intended primarily to assist non medical staff in the recognition of bruises, burns and bites which should be referred to CAAS and / or require medical assessment.

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained injuries including bruises, burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Unexplained delay in seeking treatment
- Parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury) or may represent fabricated or induced illness
- Repeated use of different doctors, A&E departments and other forms of direct health provision
- Reluctance to give information or mention previous injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Self-harming
- Arms and legs covered, even in hot weather
- Induced illnesses
- Fear of returning home
- Fear of medical help

- Self-destructive tendencies
- Aggression towards others
- Running away.

Bruising

Children can have accidental bruising, but the following must be considered as highly suspicious of a non accidental injury unless there is an adequate explanation provided and experienced medical opinion sought:

- Any bruising or other soft tissue injury to a pre-crawling or pre-walking infant or non mobile disabled child
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally e.g. the back
- The outline of an object used e.g. belt marks, hand prints or a hair brush (a pinch causes small double bruises, a punch or kick causes an irregular bruise with a paler centre, gripping causes ovals from fingertips or lines between fingers)
- Linear pink marks, haemorrhages or pale scars may be caused by ligature, especially at wrists, ankles, neck, male genitalia
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting or slapping
- Bruising around the face
- Broken teeth and mouth injuries (a torn fraenum - the flap of tissue in the midline under the upper lip - is highly suspicious in non-mobile children, but frequently occurs accidentally in mobile children)
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

Bruising may not be easily noticeable or distinguishable when children have darker skins (black/ethnic groups). Greater vigilance is required in noticing other possible indicators of injury e.g. wincing or demeanour of the child.

'Mongolian blue spots' closely resemble bruising. They are typically grey/blue pigmented areas over the lower back, trunk and limbs, which may be extensive. There is no over-lying damage or palpable swelling. They remain essentially unchanged in the first year of life and progressively disappear in childhood.

Bite marks

- Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child
- A medical opinion from a forensic dentist/odontologist should be sought where there is any doubt over the origin of a bite. The police will have contact details.

Burns and scalds

- It can be difficult to distinguish between accidental and non- accidental burns and scalds, and will always require experienced medical opinion.
- Accidental scalds usually involve the upper front part of the body and have splash marks. Any burn with a clear outline may be suspicious e.g.:
 - Circular burns from cigarettes are characteristically punched out lesions 0.6 - 0.7 cm in diameter and healing usually leaves a scar
 - Friction burns resulting from being dragged
 - Linear burns from hot metal rods or electrical fire elements
 - Burns of uniform depth over a large area
 - Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation
- Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

- Fractures may cause pain, swelling and discolouration over a bone or joint
- Non-mobile children rarely sustain fractures accidental
- There are grounds for concern if:
 - The history provided is vague, non-existent or inconsistent with the fracture type
 - There are multiple fractures or old fractures (in the absence of major trauma, birth injury or underlying bone disease)
 - Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
 - There is an unexpected fracture in the first year of life.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Indicators of Emotional Abuse

- Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. Manifestations of emotional abuse may also indicate the presence of other kinds of abuse
- The indicators of emotional abuse are often also associated with other forms of abuse
Recognition of emotional abuse is usually based on observations over time and the following offers some associated indicators.

Parent / carer & child relationship factors

- Abnormal attachment between a child and parent/carer e.g. anxious, insecure or avoidant, indiscriminate or no attachment
- Indiscriminate attachment or failure to attach
- Conveying to children they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person e.g. persistent negative comments about the child or 'scape-goating' within the family
- Developmentally inappropriate or inconsistent expectations of the child which is outside what is considered reasonable and acceptable cultural/legal norms e.g. over-protection, limited exploration and learning, interactions beyond the child's developmental capability, prevention of normal social interaction
- Causing children to feel frightened or in danger e.g. witnessing domestic abuse violence, seeing or hearing the ill treatment of another.

Child presentation concerns

- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Frozen watchfulness, particularly in pre-school children
- Low self esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour.

Parent/carer related issues

- Dysfunctional family relationships including domestic violence

- Parental problems that may lead to lack of awareness of child's needs e.g. mental illness, substance misuse, learning difficulties
- Parent or carer emotionally or psychologically distant from child.

Indicators of Sexual Abuse

- Boys and girls of all ages may be sexually abused and are frequently too scared to say anything due to guilt and/or fear. The child may fear s/he will not be believed and/or fear repercussions due to possible threats that may have been made
- This form of abuse is particularly difficult for a child to talk about and full account should be taken of cultural sensitivities of individual child / family
- Recognition of sexual abuse can be difficult, unless the child tells others of the abuse, their account is believed and the suspected abuse referred to Children's Social Care and/or the police. There may be no physical signs and indications of sexual abuse are most likely to be emotional/behavioural.

Behavioural indicators

Behavioural indicators of sexual abuse may include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events (but this may be related to cultural norms or physical difficulties)
- Running away.

Physical indicators

- Sexually transmitted diseases
- Vaginal soreness or bleeding
- Pregnancy.

Indicators of Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting e.g. neglect of the child's physical needs possibly causing non-organic failure to thrive; neglect of the child's developmental emotional needs which may contribute to cognitive delay; neglect of the child's emotional needs resulting in behavioural markers.

Child related indicators

- Non-organic failure to thrive/faltering growth
- Delay in achieving developmental, cognitive and /or other educational milestones
- A child who is unkempt or inadequately clothed or dirty or smells
- A child who is perceived to be frequently hungry, scavenging
- Behavioural signs may include a child seen to be listless, apathetic and unresponsive with no apparent medical cause, anxious attachment, aggression, indiscriminate friendliness
- Failure of child to grow or develop within normal expected pattern, with accompanying weight loss or speech language delay
- Recurrent /untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies
- Unmanaged /untreated health/medical conditions including poor dental health
- Frequent accidents or injuries
- Child frequently absent or late at school
- Sudden changes in behaviour or in school performance

- Poor self esteem
- Child thrives away from home environment.

Indicators in the care provided

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- Failure by parents or carers to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- A dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods.

Appendix 3 Further Information

Further information on Child Sexual Exploitation

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

Further information on so-called 'honour based' violence including Female Genital Mutilation (FGM)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubts staff should speak to the designated safeguarding lead.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person, at risk of FGM, may display; which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, are indicated below. **If a teacher discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This does not apply to cases where a teacher merely suspects that an act of FGM may have been carried out or that the girl may be at risk of FGM. In suspected and at risk cases, teachers should discuss their concerns with the DSL, who would activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.**

From October 2015 any adult concerned about a child who may be in any danger of FGM has a duty to report.

Multi-agency practice guidelines for FGM state that these are high risk factors:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.
- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman’.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl or young woman has already been subjected to FGM

- A girl or young woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or young woman may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or young woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return could be an indication that a girl has recently undergone FGM.
- A girl or young woman may be particularly reluctant to undergo normal medical examinations.
- A girl or young woman may confide in a professional.
- A girl or young woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children’s services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism (“the Prevent duty”). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Prevent strategy addresses all forms of terrorism and we continue to prioritise according to the threat they pose to our national security; the allocation of resources will be proportionate to the threats we face. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qaida

associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

The Prevent strategy has three specific strategic objectives:

- Respond to the ideological challenge of terrorism and the threat we face from those who promote it
- Prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support, and
- Work with sectors and institutions where there are risks of radicalisation that we need to address.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel Panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel.

British values

Downe House is committed to promoting British values and promoting the spiritual, moral, social and cultural (SMSC) development of their pupils. Downe House recognises that actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with the School's duty to provide SMSC. The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.

To find guidance on British values within schools visit

<https://www.gov.uk/government/publications/promoting-fundamental-british-values-through-smsc>

Further information on Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. The School will follow its procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

Downe House has an admission register and also an attendance register for day girls and boarders. Boarders register each morning and are checked in by the House regularly. Day girls register their attendance twice a day.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The School will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Further information on peer on peer abuse

The School's Prevention of Bullying policy and Behaviour and Discipline policy are in place to minimise the risk of peer on peer abuse. Children, particularly but not exclusively those living away from home, are also vulnerable to physical, sexual and emotional bullying and abuse by their peers. Such abuse should always be taken as seriously as abuse perpetrated by an adult. Whenever a child may have harmed another, all agencies must be aware of their responsibilities to both children and multi-agency management of both cases must reflect this. Agencies should also be alert to the possibility that a child or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be paramount consideration and professionals should also be alert to the fact that there is likely to be a risk to children other than the current victim. A significant proportion of sex offences are committed by teenagers although, on occasion, such offences are committed by younger children. Staff working with children, including carers of children living away from home need clear guidance and training to identify the difference between consenting and abusive and between appropriate and exploitative peer relationships. Staff should not dismiss some abusive sexual behaviour as 'normal' between young people and should not develop high thresholds before taking action.

Work with children and young people who abuse others, including those who sexually abuse/offend, should recognise that such children are likely to have considerable needs themselves and that they may pose a significant risk of harm to other children. Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences. Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection. Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others. Staff should be aware that gender issues can be prevalent when dealing with peer on peer abuse, this could, for example include girls being sexually touched/assaulted.

Three key principles should guide work with children and young people who abuse others:

- there should be a co-ordinated multi-agency approach including youth justice (where appropriate), children's services, education (including educational psychology) and health (including child and adolescent mental health) agencies and police;

- the needs of the children and young people who abuse others should be considered separately from the needs of their victims; and
- a multi-agency assessment should be carried out in each case, appreciating that these children may have considerable unmet developmental needs, as well as specific needs arising from their behaviour.

In assessing a child or young person who abuses another, relevant considerations include:

- the nature and extent of the abusive behaviours. In respect of sexual abuse, there are sometimes perceived to be difficulties in distinguishing between normal childhood sexual development and experimentation and sexually inappropriate or aggressive behaviour. Expert professional judgement may be required, within the context of knowledge about normal child sexuality;
- the context of the abusive behaviours;
- the child's development and family and social circumstances;
- needs for services, specifically focusing on the child's harmful behaviour as well as other significant needs; and
- the risk to self and others, including other children in the household, extended family, school, peer group or wider social network. This risk is likely to be present unless the opportunity for further abuse is ended, the young person has acknowledged the abusive behaviour and accepted responsibility and there is agreement by the young abuser and his/her family to work with relevant agencies to address the problem.

Decisions for local agencies (including the Crown Prosecution Service where relevant) according to the responsibilities of each include:

- the most appropriate course of action within the youth justice system if the child is above the age of criminal responsibility;
- whether the young person who perpetrated the abuse should be the subject of a child protection conference; and
- what plan of action should be put in place to address the needs of the young abuser, detailing the involvement of all relevant agencies.

A young abuser should be the subject of a child protection conference if he or she is considered personally to be at risk of continuing significant harm. Where there is no reason to hold a child protection conference there is likely to be a need for a multi-agency approach if the young abuser's needs are complex. Issues regarding suitable educational and accommodation arrangements often require skilled and careful consideration.

Children with inappropriate sexual or very violent behaviour who are re-entering the community following a custodial sentence or time in secure accommodation, or who move into an area from another local authority, require the multi-agency response (assessment/intervention) initiated at the earliest opportunity.

A strategy discussion will consider what action is necessary to ensure the immediate safety of the identified victim(s) and what further enquiries are necessary to assess any further risk. A child protection conference may be arranged unless the child does not appear to be at continuing risk of significant harm.

Further information on sexting

One concern which has been around for some time now, but where the scale of the threat has increased considerably, is that of illegal sexting – or the transfer online of indecent images of children – by which the law means of any minor under the age of 18.

There is the risk of young people being criminalised by committing criminal offences of which they were unaware – and in the process bringing on themselves and their families potentially life changing consequences through being cautioned or convicted and placed the Sex Offenders Register.

The School aims to work with pupils to ensure they are aware of the consequences of sexting. The Child Exploitation and Online Protection Service (CEOP) operates a website with age appropriate advice for everyone from very young children to parents and teachers. The website is www.thinkuknow.co.uk and it contains videos, fact-sheets and other resources. A fact-sheet on the revenge porn offence is available at www.gov.uk/government/publications/revenge-porn-be-aware-b4-you-share

Further information on Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation- technology often provides the platform that facilitates harm. An effective approach to online safety empowers the School to protect and educate the entire community in their use of technology and establishes mechanisms to identify, intervene and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes, harm

Filters and monitoring

The School ensures that all is done to reasonably limit children's exposure to the above risks from the School's IT system. As part of this process the School ensures that there are appropriate filters and monitoring systems in place. Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them a safe environment in which to learn, the School ensures that consideration is taken of the the age range of pupils, the number of pupils, how often they access the schools IT system and the proportionality of costs Vs risks.

The School has appropriate filters and monitoring systems as required by the Prevent Duty.

The UK Safer Internet Centre has published guidance as to what "appropriate" might look like:

- UK Safer Internet Centre: appropriate filtering and monitoring

Whilst filtering and monitoring are an important part of the online safety picture, the School recognises that it is only one part.

The School takes a whole school approach to online safety, which includes a clear policy on the use of mobile technology in the school.

The School ensures that appropriate filters and monitoring systems are in place but are careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

The School ensures that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

Appendix 4

Specific Additional Guidance for Downe House Staff: Working in a Boarding Setting

Avoiding Misunderstandings

Guidelines for all staff in dealing with pupils

It is important for all staff, whether male or female to be sensitive in their dealings with young people. Our aim will always be to create a warm and friendly atmosphere in the School, which is the home for many of our pupils for a large part of the year. However, the following guidelines are laid down to ensure that situations cannot be misunderstood:

1. Avoid shouting at all times or giving the child the impression that you have lost your temper and are out of control. This can appear threatening and intimidating and will often result in problems occurring in the future.
2. Never use your physical presence as a threat, either by, for example, standing over a child in a threatening manner, or hitting, pushing or pulling a child, or any part of her whether in fun or not.
3. If you have cause to tell a child off on her own and are anxious about this, always leave a door open or ask your Head of Department to be present.
4. If you are concerned in any way about the attitude of a particular pupil, please inform your Head of Department or the Deputy Headmistress straight away.
5. Inappropriate displays of affection or any physical contact which makes a girl feel uncomfortable must be avoided.
6. Any behaviour which could be interpreted as favouritism e.g. favouring a girl with gifts, or spending a disproportionate amount of time with an individual, should be avoided. There will be exceptions to this e.g. in the event of the death of a relative and in such instances your line manager should be kept informed.
7. Girls should not be given intimate details about a member of staff's personal life.
8. Giving out personal contact details to girls should be avoided, except in the case of an emergency.
9. E-mail contact must at all times be professional and comply with the e-mail etiquette policy.
10. Social networking must comply with the appropriate School policy.
11. Staff should be aware of the School Complaints policy. No pupil or parent will be penalised for making a complaint in good faith.
12. Staff should also be aware of and adhere to the Staff Code of Conduct which applies to all employees.
13. A member of the community or visitor should always knock on the door of a girls room. He or she should announce who it is and request to enter the room.

Searching Possessions of Boarders

1. Where the School has reasonable grounds to believe there is a need to search a boarder's possessions e.g. to safeguard a pupil's/pupils' welfare, it will ask for the pupil's consent to do so.
2. The search will normally be undertaken by two members of staff with the girl present. If possible the girl herself should do the searching under close supervision of the staff.
3. The fact that a search has taken place should be recorded in the House Day Book along with information of the outcome.
4. Appropriate action will be taken, if necessary, in accordance with the School's disciplinary procedure.

Lifts for Pupils

Lifts may only be given to pupils if they are in accordance with the appropriate off-site policies and documentation. These are as follows:

- Safeguarding and Promoting the Health and Safety of Pupils on Activities Policy
- Employees using their own car for school business and transporting girls (Own Vehicle Use Policy)
- Principles for organising off-site activities document

Pupil Behaviour

The highest possible standards of behaviour are required of the pupils and the School Code of Conduct

'Treat everyone, whether younger or older, with the same kindness and respect with which you yourself would wish to be treated. Any breach of the law of the land is a breach of School rules. No one may put the welfare or safety of another in jeopardy through her/his words or deeds' encapsulates the ethos of the School. Please see the Behaviour and Discipline Policy.

General Guidance for Members of Staff/Members of Resident Families/Visitors

Downe House encourages a balance of male and female staff and welcomes resident families on to the site. However, the following guidelines are given to ensure misunderstandings do not occur in a boarding environment for girls.

1. Housemistresses, Housemasters should alert all girls that they should ensure they are properly dressed when going down the corridors, i.e. that they wear a dressing gown when coming out of the showers. Visitors may be in the vicinity!
2. Members of the community or visitors should always knock on the door of a girl's room. S/he should announce who it is and request to go into the room.
3. On entering the room, the door should be propped open. Unless it is an emergency, a male member of staff in particular should avoid actually going into a room if there is only one girl present. (This guideline does not apply to the School doctor or an appointed locum.)
4. A male member of staff who is resident or a male member of a resident family may not invite a girl into his home unless a female member of staff is also present.
5. If teaching is done on a one-to-one basis, this should take place in a room where there are plenty of windows and the door is to be left open. If there is a window in the door, the door could be closed.
6. Avoid close physical contact.
7. If you are concerned about any aspect of your relationship with a child, please alert your Head of Department, the Boarding Deputy or the Deputy Headmistress immediately.

Please note that in an emergency, or where there is concern over the immediate safety of a girl, the guidelines 2 and 3 may be disregarded. If deemed appropriate in any situation, the emergency services should be contacted without delay by the member of staff.

VEYRINES - IN THE EVENT OF A DISCLOSURE BY A GIRL

1. If a disclosure is made to a member of the team in Veyrines concerning abuse, which has taken place in the UK in the family home or at school, the pupil will be escorted back to Downe House, as soon as possible, by the Directrice, or the Deputy and put into the safe keeping of the Headmistress together with all necessary documentation concerning the disclosure, so that matters can be dealt with sensitively under English Law to safeguard the welfare and protection of the child.
2. If, however, a disclosure is made at Veyrines regarding abuse by a member of staff there or, indeed, any other French citizen, the matter will be dealt with in France and the gendarmerie informed. Everything will be done to protect and safeguard the pupil and the Directrice, or in the case that the allegation may involve the Directrice, her Deputy and the Headmistress will decide what is the most appropriate course of action in the circumstances, i.e. whether the girl should remain in France or return immediately to the UK

Appendix 5

Part one: Safeguarding information for all staff (Information from Keeping Children Safe in Education, September 2016)

What school staff should know and do

1. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's

health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

2. Children includes everyone under the age of 18.
3. Staff are expected to know and understand the difference between a 'child in need' and a 'child at risk'. A 'child in need' is defined under the Children Act of 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services, or a child who is disabled. If one has concerns about a child, please have a conversation with the Designated Safeguarding Lead (DSL), who may place the child on the 'Concerns Log', which is held by the DSL and an action plan will be formulated or alternatively, may contact Child Services, as required. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

A Child at Risk is a child who is in immediate danger or at risk of harm. A 'child at risk' must be referred immediately to the Designated Safeguarding Lead (DSL) who will contact the Police and/or Child Services, as appropriate. It should also be noted that anyone can refer directly to the Police and/or Child Services.

This is also covered in the School's Safeguarding and Child Protection training for staff.

The role of the school

4. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School and college staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children 2015](#)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children-2>

Schools and colleges should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

5. The School should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

The role of school staff

6. The *Teachers' Standards 2012* state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
7. All school staff have a responsibility to provide a safe environment in which children can learn.
8. All school staff have a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action. Staff should assess if the child is 'in need' or 'at risk'. A 'child at risk' will need immediate intervention but a 'child in need' may not require immediate intervention.

An appropriate action plan will be put in place by the DSL, working with other services as needed.

9. In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.

What school staff need to know

10. All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This includes: the school's or college's child protection policy, the school's or college's staff behaviour policy (sometimes called a code of conduct), and the role of the designated safeguarding lead.
11. All staff members should also receive appropriate child protection training which is regularly updated.

What school staff should look out for

12. All school staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.
13. Staff members working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
14. There are various expert sources of advice on the signs of abuse and neglect. Each area's Local Safeguarding Children Board (LSCB) should be able to advise on useful material, including training options. NSPCC website. Types of abuse and neglect, and examples of specific safeguarding issues, are described in paragraphs 24-29 of this guidance.
15. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care.
16. A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the school's procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. More information can be found in departmental advice about school attendance and statutory guidance about children who run away or go missing from home or care.

What school staff should do if they have concerns about a child

17. If staff members have concerns about a child they should raise these with the school's or college's designated safeguarding lead. The safeguarding lead will usually decide whether to make a referral to children's social care, but it is important to note that any staff member can refer their concerns to children's social care directly. Where a child and family would benefit from coordinated support from more than one agency (for example education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

18. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.
19. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.
20. The Department for Education has produced advice What to do if you are worried a child is being abused 2015 - Advice for practitioners to help practitioners identify child abuse and neglect and take appropriate action in response.

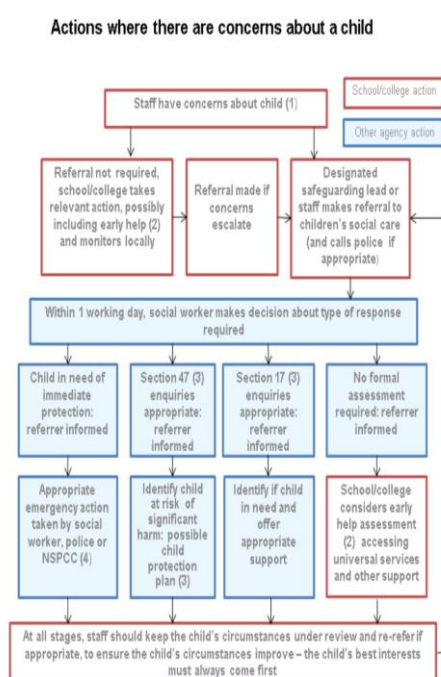
What school staff should do if they have concerns about another staff member

21. If staff members have concerns about another staff member then this should be referred to the Headmistress. Where there are concerns about the Headmistress this should be referred to the chair of governors. This should not be referred to the Headmistress. Full details can be found in Part 4 of this guidance.

What school staff should do if they have concerns about safeguarding practices within the school

22. Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the School's Leadership team.
23. Where a staff member feels unable to raise the issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

Actions where there are concerns about a child



Appendix 6

REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding the process/procedures.

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- They think they won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills.

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection.

Should you having any Safeguarding or Child Protection concerns, please contact The Contact, Advice & Assessment Service (CAAS) on the professionals only number **(as listed in Key Contacts).**

Appendix 7

National and Local Government Guidance can be found by entering the headings below into your usual search engine. The Government Website www.gov.uk provides a wide range of guidance which is easily accessed from the search box.

The following are particularly useful for schools:-

- **Keeping Children Safe in Education – September 2016**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

- **Working Together to Safeguard Children - March 2015**

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

- **What to do if you're worried a child is being abused**

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

- **Safeguarding children and young people and young vulnerable adults**

<https://www.gov.uk/government/publications/ofsted-safeguarding-policy>

- **Section 11 of the Children's Act 2004**

Appendix 8

CHILDREN AND YOUNG PEOPLE WHISTLE BLOWING GUIDELINES FOR SCHOOLS

Adults working in a school are often the first to realise that someone's behaviour is, or is likely to cause harm to a child or young person.

Research also tells us that adults who target children for abuse will often seek out jobs and positions that bring them into close contact with children.

This School is committed to safeguarding and promoting the welfare of every child, and expects the highest possible standards of openness.

This School recognises that the decision to report a concern can be a difficult one to make, not least because of the fear of reprisals from those responsible.

This School will not tolerate harassment or victimisation and will take all possible measures to protect anyone who raises concerns in good faith.

All concerns will be treated in confidence and we will make every effort not to reveal your identity if you so wish. At the appropriate time, however, you may need to come forward as a witness.

If you voice suspicion in good faith but it is not confirmed by the investigation, no action will be taken against you. If the investigation concludes that you have maliciously fabricated the allegations, disciplinary action may be taken against you.

The earlier a concern is reported, the easier it is to take action.

As a first step any concerns regarding child welfare, no matter how minor they may seem, should be raised with the Designated Safeguarding Lead or either the Headmistress or Deputy Designated Safeguarding Lead.

If your concerns relate to the Headmistress, then you should raise your concerns with the Designated Safeguarding Lead, or in her absence, the Deputy Designated Safeguarding Lead who will inform the Chairman of Governors.

It is of the utmost importance that anyone concerned with a suspect case of abuse maintains confidentiality at all times. The Designated Safeguarding Lead (or in her absence either the Headmistress or the Deputy Designated Safeguarding Lead) should be informed by the person suspecting abuse. The Designated Safeguarding Lead (or in her absence either the Headmistress or the Deputy Designated Safeguarding Lead) will consider who else should be informed within the School.

If you feel that you cannot approach any of these, the lead officer in Education for Safeguarding can be consulted to offer advice and support (details as per Key Contacts).

Concerns are better raised in writing. If you feel this is not possible you can telephone or meet the appropriate person.

Your report, written or verbal, should set out the background and history of the concern, giving names, dates and places where possible, and the reason why you are concerned about the situation.

For further guidance, please refer to the Whistleblowing Policy in Merlin.

Appendix 9

The Role of the Designated Safeguarding Lead for Safeguarding and Child Protection

Introduction:

Downe House recognises its legal duty to work with other agencies in protecting children from harm and responding to abuse.

Downe House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment and adhere to and comply with the school's Safeguarding and child protection policies and procedures at all times.

The Boarding Deputy is the Designated Safeguarding Lead (DSL) for Safeguarding and Child Protection, working closely with the Headmistress and the Deputy Headmistress is the Deputy DSL for Safeguarding and Child Protection.

The primary role of the Designated Safeguarding Lead (DSL) is to take lead responsibility for managing safeguarding issues and child protection cases. This involves providing advice and support to other staff, making referrals to and liaising with the local authority and working with other agencies in a sensitive, efficient and expeditious manner. Information relating to individual child protection cases is confidential, although some information can be shared with relevant school staff where necessary. This should be done on a "need to know" basis.

The DSL works closely with the Headmistress and the Deputy DSL, who are available to cover in the DSL's absence or may be delegated by her to take responsibility for some aspects of child protection, such as staff training, writing reports and attending case conferences or other inter-agency meetings as appropriate. With

the assistance of the **Headmistress and** the Deputy DSL, the DSL will ensure there are appropriate safeguarding arrangements in place for pupils undertaking work experience, work-based learning and educational visits, in accordance with guidelines for safeguarding children and safer recruitment in education produced by the Department of Education.

The School recognises the need for the DSL to be given time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. To take part in strategy discussions and inter-agency meetings, as well as to contribute to the assessment of children.

The Board of Governors and the DSL and Deputy DSLs

The Board of Governors is responsible for ensuring that the School's policies and procedures for child protection meet statutory requirements. One nominated member of the Board of Governors has responsibility for reviewing safeguarding policies and procedures, and reporting on safeguarding issues. Safeguarding and Child Protection is a standing agenda item on the Governors' Education Committee and the implementation of the policy is regularly reviewed and reported on. Reports to the Board of Governors should not be about specific child protection cases, but should review the safeguarding policies and procedures. The nominated **Safeguarding and** Child Protection Governor will liaise with the DSL to ensure that the school is meeting its statutory obligations. The DSL **or the Headmistress** or Deputy DSL will train new governors and renew the training of existing governors every three years, so that everyone knows the procedure to follow should any of them have concerns about a child or should a child disclose information to them.

Allegations against staff

It is not the role of the DSL **or Headmistress** to investigate allegations against staff. If an allegation is made about a member of staff, **this should be to the Headmistress and the Headmistress** must refer this to the Local Authority Designated Officer (LADO) in the first instance. If the allegation is about the Headmistress, it should be referred to **the DSL** or the Deputy DSL who will refer it to the LADO and immediately inform the Chairman of the Board of Governors. It should not be referred to the Headmistress. The DSL, **the Headmistress** and the Deputy DSL should know who the LADO is and how to contact them.

Compliance with statutory requirements

Although constructing the curriculum across the relevant subject areas is not directly the responsibility of the DSL, the DSL will ensure that messages about personal safety and managing risk are taught appropriately and accurately throughout the school.

In the Ofsted Behaviour and Safety judgement of September 2012, it is stipulated that schools have the responsibility of managing safeguarding arrangements to ensure that there is safe recruitment, that all pupils are safe, and children in need or at risk of significant harm are effectively identified. The DSL, supported by **the Headmistress** and Deputy DSL must ensure that the following procedures are carried out:

- a. A single central record and appropriate arrangements for child protection are maintained.
- b. Inappropriately explained or frequent absence from school is noted and investigated.
- c. A culture of safety and safe practices is promoted throughout the school.

It is the responsibility of the DSL, supported by **the Headmistress** and Deputy DSL to ensure that the School's arrangements for safeguarding and promoting the welfare of children meet the statutory requirements.

Primary Responsibilities

The DSL's primary responsibilities fall under five main headings:

- Referrals
- Training
- Raising Awareness
- Record Keeping
- Inter-Agency Working

Referrals

- a. The DSL should have an understanding of how to recognise the signs of abuse or what might constitute a safeguarding or child protection issue and know when it is appropriate to make a referral to the LADO.
- b. Following any disclosure of abuse or bullying **when there is reasonable cause to believe that a child is suffering or likely to suffer significant harm**, the DSL should contact Children's Social Care, or the LADO if appropriate, within 24 hours.
- c. When making a referral and liaising with other agencies, the DSL should act as a point of contact and a source of support, advice and expertise within the school.
- d. The DSL is responsible for keeping a record of safeguarding and child protection issues, including instances of bullying.

Training

The DSL, **the Headmistress** and Deputy DSL need not be experts in the area of child protection but will undertake appropriate training every two years to refresh their knowledge, to keep abreast of changes in legislation and to share best practice **and in addition to their formal training, their knowledge and skills should be updated at regular intervals, but at least annually, to keep up with any developments relevant to their role.**

Essential training includes basic child protection training in order to recognise how to identify signs of abuse and know when it is appropriate to make a referral, and training on inter-agency working. The DSL must have a working knowledge of the Local Safeguarding Children Board (LSCB), the conduct of a child protection conference and must be able to contribute effectively to these and other inter-agency meetings when required. A key role for the DSL is to ensure that the concerns and views of the school are represented and taken into account.

The DSL, supported by **the Headmistress** and Deputy DSL, is also responsible for training staff and senior pupils as follows:

- a. All staff working in the school must have induction training covering child protection, an understanding of safeguarding issues including the causes of abuse and neglect and be able to identify the signs and indicators of abuse.
- b. Records should be kept of the dates of the training, which will be carried out as part of the induction for new staff and at regular intervals throughout the school year, so that all members of staff have refresher training at least every three years. Details of the provider and a record of staff attendance at the training is kept by the HR department.
- c. All staff must be made aware of their responsibility to respond effectively when they have concerns and should be aware of the correct procedure to follow.
- d. All staff must be made aware of the procedure they should follow in the event of a disclosure being made by a child.
- e. All the Governors should also receive the training so that they all have a basic awareness of **safeguarding and** child protection policies and procedures. This can be delivered by the DSL, **the Headmistress** or the Deputy DSL.
- f. Staff unable to attend one of the regular training sessions provided by the school, will now be required to complete the on-line training module on child protection produced by EduCare, an accredited provider recognised by child protection agencies such as the NSPCC.
- g. In the Summer Term, Senior Pupils taking on positions of responsibility are given training in child protection issues and are made aware of the procedure in place for dealing with disclosures. Training is undertaken by the DSL, **the Headmistress** or the Deputy DSL.

Raising Awareness

The DSL's role in raising awareness is as follows:

- a. To ensure the School's safeguarding and child protection policy is updated and renewed annually and to work with the Board of Governors regarding this.
- b. To ensure every member of staff has access to and understands the school's safeguarding and child protection policy and the procedure in place at Downe House for dealing with any disclosure. This is particularly relevant to new or part time staff who may work with different educational establishments.

Regular briefings and updates at staff meetings, departmental meetings or Governors' meetings help to ensure that all staff are kept up to date and regularly reminded of their responsibilities.

- c. To ensure that a copy of the safeguarding and child protection policy is available on the website, which explains clearly to parents what the role of the School is in this process and alerts them to the fact that referrals may be made.

Record keeping

With regard to record keeping, the responsibility of the DSL is as follows:

- a. To be aware of vulnerable pupils in the school and to make staff aware of how to raise concerns about pupils who are vulnerable or at risk of abuse and neglect. This should be covered in child protection training and briefings.
- b. To keep detailed, accurate, secure written records of children where there are safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.
- c. To maintain child protection records.
- d. To ensure that when a child leaves the school, any child protection files are copied for the new school, college or FE setting.

Inter-Agency working

With regard to Inter-Agency working, the DSL has the following responsibilities:

- a. To ensure that locally agreed procedures are followed in the school.
- b. To liaise with Children's Social Care over suspected cases of abuse, including incidents of bullying.
- c. To liaise with and co-ordinate within school the activities of any other agencies that become involved. This may involve completing the Common Assessment Framework (CAF) and taking on the role of the lead professional. The DSL should be familiar with the CAF and the local procedures in place for submitting the form.
- d. To attend, or arrange for an appropriate member of staff to attend, Child Protection Conferences and Core Groups relating to a child at the school.
- e. To submit a school child protection report to Child Protection Conferences.
- f. The DSL could be the lead professional in a case and should be familiar with this role and its associated responsibilities. The role of lead professional is usually decided on a case by case basis.

School Policies

As well as the Safeguarding and Child Protection policy, there are other policies which have relevance to child protection and the DSL or one of the Deputy DSLs may be involved in preparing, reviewing and monitoring the effectiveness of these other policies to ensure the school safeguards its pupils.

Other relevant policies include:

- Behaviour and Discipline including statement on use of restraint
- Complaints
- Confidentiality
- DBS - Disclosure and Barring (Recruitment and Selection)
- IS Acceptable Use
- Internet Social Networking Policy for Girls
- Internet Social Networking Policy for Staff
- Keeping Children Safe in Education
- Permanent Exclusion and Removal
- Prevention of Bullying
- Safeguarding and Promoting the Health and Safety of Pupils on Activities
- Sex Education
- Staff code of conduct (Staff Handbook)
- Whistle Blowing

Supplementary Guidance for the DSL or the Deputy DSLs

Supplementary guidance is available on a number of issues that may be relevant to the school and the community that it serves.

- *HM Government 'Safeguarding children from female genital mutilation'*
- *DCSF 'Safeguarding children from abuse linked to a belief in spirit possession'*
- *DCSF and Home Office 'Safeguarding children who may have been trafficked'*
- *HM Government 'Safeguarding children in whom illness is fabricated or induced'*
- *DCSF 'Safeguarding disabled children – practice guidance'*
- *HM Government 'The Right to Choose; multi-agency statutory guidance for dealing with forced marriage'*
- *HM Government 'Safeguarding children and young people from sexual exploitation'*
- *HM Government 'Safeguarding children and young people who may be affected by gang activity'*

Further Reading

Keeping Children Safe in Education: For Schools and Colleges 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

NSPCC Safeguarding in Education Service

<http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0CCgQFjABahUKEwiNnPSykv7HAhWDuhQKHSuTB4s&url=http%3A%2F%2Fwww.nspcc.org.uk%2Fglobalassets%2Fdocuments%2Finformation-service%2Fbriefing-updated-statutory-guidance-schools-england-keeping-children-safe-education-2015.pdf&usq=AFQjCNHXxjKrc3sgNtLyS8qbfbuGI0hZNg>

Appendix 10

Dealing with indecent images of children (under 18 years)

We are conscious that there is a heightened awareness of the challenges and dangers associated with inappropriate use of social media, some young people have experienced online bullying through the sharing of indecent images online.

As staff working with young people we have a duty to safeguard them, protecting them from harm in the real and online world. If you become aware of indecent images being shared by or about a young person, please do not:

- screen shot the image
- ask for the image to be forwarded to you
- copy the image
- print the image
- show the image to anyone else

If you do any of these actions, even for the best of intentions, you will have potentially committed the criminal offence of making and distributing indecent images of children.

The term 'make' includes downloading images from the internet and storing or printing them out. Deliberately opening an indecent computer email attachment or downloading an indecent image from the internet, so it can be viewed on a screen, is 'making' a photograph. The image does not have to be stored so it can be retrieved. Such an act must be done deliberately, innocently opening such a file is not an offence. For example:

- if an email attachment was opened innocently and not subsequently deleted due to a genuine lack of skill (deleting an email in 'Outlook' may only move it to a 'deleted' directory, much like the 'recycle bin',

this directory needs to be emptied and there may be other 'temporary' directories where it could be held);

- if an image was innocently downloaded from the web and immediately deleted without realising that the computer has stored a backup copy in a temporary internet directory, then no offence would be committed.

Should you become aware of images being shared about a young person call Thames Valley Police on 101 and report the instance to them describing the social media site, the date and time the image was posted, the date and time you saw it and the names of those involved. Thames Valley Police will secure the evidence rather than non-police staff.

If you are sent an image or screen shot by a young person or parent unsolicited with the request that you deal with the matter, please delete the image from your inbox and deleted items folders and ask those who sent it not to do so again. Contact Thames Valley Police on 101 with the concerns. Do not forward the message to anyone else including the police.

Lee Barnham

A/Detective Inspector, Protecting Vulnerable People, CSE/Op Safeguard & Referral Centre, Berkshire.