



Pitsford School

Opportunity | Excellence | Understanding

School Policy Document	
Name of Policy	Safeguarding Children Policy
Audience	Public
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1. Introduction

1.1 The Duty of the School

Pitsford School wants to safeguard and promote the welfare of children who are pupils at the School, including EYFS, Private Foster Care Pupils or those in attendance at our various school activities. Safeguarding and promoting the welfare of children is everyone's responsibility; no single person can have a full picture of a child's needs and circumstances. Everyone who comes into contact with children and their families has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined as: protecting children from maltreatment; preventing impairment of children's mental and physical 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.

Pitsford School recognises its duty to consider the best interests of the child at all times and to take action to enable all children to have the best outcomes. This policy applies to everyone who works with, volunteers or comes into contact with children at the school.

Pitsford School accepts its duty to have in place procedures to help any of its pupils in need of protection. These will include:-

- Being able to recognise the signs and symptoms of abuse,
- Be available to speak to children in need,
- Be able to elicit information from them,
- Act appropriately upon this information.

The School will nominate a designated member of staff to be Designated Senior Lead (DSL) who will co-ordinate and pass on as much information as possible about the recognition of child abuse, statutory procedures, child protection plans, etc. to everyone working at the School. The DSL is responsible for ensuring clear procedures for transfer of safeguarding concerns within school and between school and the local authority; ensuring that the school and local statutory children's agencies work well together. The Designated Safeguarding Lead must be a member of the senior leadership team. This is currently Mrs Fidelma Kirk, the Deputy Head Teacher. Any appointed deputies must have the same job description, responsibilities and training as the DSL. Our Deputies are Mrs C King (Head of Sixth form) and Mrs Rachelle Heard (Head of Juniors).

This policy applies to the EYFS, which has additional procedures specific to the Early Years Foundation Stage. (See Appendix 3) The EYFS designated person is Mrs Rachelle Heard. The DSLs will work closely together to ensure best practice throughout the school.

Parents will be informed of the School's responsibilities to ensure the welfare of all its children and that occasionally this responsibility may require consultation with outside agencies.

Any deficiencies in child protection arrangements will be remedied without delay. This policy and the efficiency with which duties have been discharged are reviewed annually by the Governors at their Full Board Meeting.

All staff and volunteers are asked to adopt an attitude of 'It could happen here' where safeguarding is concerned.

In all cases a speedy resolution of any concern is the School's priority.

In addition, the School operates safe recruitment procedures and also issues guidelines to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This policy is made available to parents via the school website.

1.1.1 Recording and Storing Information

Any safeguarding concern must be logged on the pro-forma in Appendix 1 of this policy document. All staff must be familiar with the procedures outlined in section 3. These proformas are kept in the Safeguarding Children File. Reference can be made if there is further need or recurrence of concern. The Safeguarding Children File is kept in the Headmaster's Office. This is kept completely separate from the children's own files to ensure confidentiality. A log is kept of when the file is accessed and why. It is reviewed annually by the DSL. An online version of this proforma is available in the safeguarding section of the Teachers Hub in Firefly.

1.1.2 Visitors

All staff, including temporary and voluntary, and visitors will be made aware of the school's safeguarding arrangements. Visitors will be required to read our visitors' and volunteers' leaflet which outlines the responsibilities that adults have towards the children in Pitsford School. This also includes guidance on safer working practice. Longer term volunteers will be given induction training as any other member of staff. The names and locations of the lead staff for safeguarding will be emphasised: Fidelma Kirk, Charlotte King and Rachelle Heard. All visitor badges are also labeled with this information.

1.1.3 Communicating the policy to parents and pupils

The policy is available to parents on the school website. Tutors will explain the safeguarding arrangements and procedures to their tutees during tutor time.

1.1.4 Communicating the policy to staff

The school has a duty through the appointment of designated safeguarding leads to communicate safeguarding arrangements and procedures to all staff and to ensure that they understand how they relate to the protection of children. Section 3 and 4 deal with this in detail.

1.1.5 Information Sharing

Practitioners must have due regard to the relevant data protection principles which allows them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). Staff should be confident of the processing conditions that allow them to store and share information for safeguarding purposes. Safeguarding of children and individuals at risk ' is a processing condition which allows practitioners to share 'special category data' – that is information without consent where there is good reason to do so. Specific guidance can be found in paragraph 84 of KCSIE 2020. A link to a Data Protection Tool Kit can be found in the appendix of this policy.

1.1.6 Sharing information with safeguarding partners.

As part of meeting a child's needs, we recognise the importance of information sharing between professionals and local agencies. 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.

1.1.7 Transferring information between Schools

Where children leave the school or college, the designated safeguarding lead will ensure that the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

1.1.8 Admissions and attendance

The registrar and office manager are responsible for overseeing the admissions and attendance register respectively. The tutor will monitor attendance and address it when it is poor or irregular. If initial intervention is unsuccessful, the tutor will inform the DSL who will investigate reasons for absence and take appropriate action in line with the guidance from the schools inclusion partnership. The DSL 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.

1.1.9 The role of the Designated Safeguarding Lead

The Designated Safeguarding Lead has lead responsibility for safeguarding and child protection.

While tasks may be delegated to deputies and deputies must be trained to the same level as the DSL and have the same job description, the ultimate responsibility remains with the DSL and this lead responsibility cannot be delegated. The full job description is laid out in Annex B of KCSIE, but in brief the duties of the DSL are:

- To manage referrals
- To liaise with others including the Headteacher, caseworkers and the DO and all staff.
- To act as a source of advice
- To undergo formal training every two years to provide them with the knowledge and skills to perform the role
- To undertake prevent training
- To undertake informal training such as reading, receiving bulletins and completing e-learning courses to understand new developments in safeguarding, the assessment process and a working knowledge of the local authority and how it works, and understand how to help and support children with a range of specific safeguarding issues
- To raise awareness and support the training of others
- To manage the child protection file
- To be available during school hours and out of hours activities or to ensure cover is available.

1.1.10 The DSL's role in creating an environment for contextualised safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. What was referred to last year as contextual safeguarding, (which means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare) is now clarified to ask us to specifically consider extra-familial harm. Children's social care assessments should consider such factors so it is important that we provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

1.2 Summary of guidance documentation

The guidance which was regarded when this document was updated is: Keeping Children Safe in Education (KCSIE September 2020 and Working Together to Safeguard Children (July 2018.)) The policy must be understood in the context of the wider safeguarding system that exists for children, and staff should recognise that they are an important part of this system. This policy is in accordance with the arrangements of the Local Safeguarding Partnership. There are three safeguarding partners*:

- (a) the local authority.
- (b) a clinical commissioning group for an area any part of which falls within the local authority area.
- (c) the chief officer of police for an area any part of which falls within the local authority area.

**NB The term LSCB (Local Safeguarding Childrens' Board) is no longer in existence, they are now called Local Safeguarding Partnerships – however currently both Leicestershire and Northamptonshire still use NSCB/ LSCB acronyms in their website address. See appendix for correct links which will be updated should they change to suit the new nomenclature.*

Additional Guidance Documents:

- In the current context (COVID-19), this policy also has regard to guidance for schools provided by the DfE : <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (June 2016)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non statutory advice and a briefing note:
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)

1.3 Names and contact details of Designated Safeguarding Leads and Safeguarding Governor

Academic Year	Designated Senior Lead	Deputy Designated Safeguarding Leads	For EYFS and Juniors	Nominated Governor
2018-19	Fidelma Kirk	Frances Jeffrey and Charlotte King	Frances Jeffrey	Joan Harrop
2019-2020	Fidelma Kirk	Frances Jeffrey and Charlotte King	Frances Jeffrey	Joan Harrop
2020-21	Fidelma Kirk	Rachelle Heard and Charlotte King	Rachelle Heard	Joan Harrop

Contact Fidelma Kirk: 016048 80306; 07703 824171;

Contact Rachelle Heard 01604 880306;

Contact: Charlotte King: 01604 880306;

Contact Joan Harrop: 01604 880306;

email: fkirk@pitsfordschool.com

email: rheard@pitsfordschool.com

email: cking@pitsfordschool.com

email jross@pitsfordschool.com

1.4 Review and training

This policy is reviewed regularly. It will undergo a full review annually and will be amended when necessary and in the light of new legislation.

At least once a year our work in Child Protection is reviewed and audited. The safeguarding policies and procedures are reviewed by the DSLs in line with updates provided by ISI or DfE. The audit is undertaken using the NCC framework. The DSL will use this to examine the efficiency with which the related duties have been discharged and ensure that any deficiencies or weakness in safeguarding/child protection arrangements are remedied without delay. The DSL will report to the Governors at the Annual Autumn Meeting.

Review Date	Changes made (Y/N)	By whom	Date shared with staff
Sep 2016	Yes	FMK	Sep 2016
Mar 2017	Yes	FMK	Mar 2017
Aug 2017	Yes - significant	FMK	Aug 2017
Nov 2017	No	FMK	-
Feb 2018	Yes- Following ISI comments	FMK	Feb 2018
Aug 2018	Yes- in line with KCSIE Sept 2018 and WTSC July 2018	FMK	Sept 2018
Aug 2019	Yes – in line with KCSIE Sept 2019	FMK	Sept 2019
Dec 2019	Yes – slight alteration to EYFS (FJ) and	FMK	Dec 2019

	recognising October 2019 update and updated DSL training		
Mar 2020	Update – Appendix 6 response to school closure - COVID-19	FMK	Mar 2020/ May 2020
May 2020	Update appendix 6 response to phased reopening		
Sept 2020	Yes in line with KCSIE Sept 2020	FMK	Aug 2020
January 2021	Training Updated	FMK	January 2021

The Designated Safeguard Leads are trained every two years initially as New Designated Safeguarding Leads – and latterly Designated Safeguarding Lead Refresher Training. The Deputy DSL is trained to the same level as the DSL. Teaching Staff are trained in a manner that is regular and ongoing (see section 3.7). We ensure that a member of staff trained in Safer Recruitment is present at all interviews.

	Date of training	Training Provider
Designated Senior Lead	September 2014 (FMK)	LGSS(Northants CC)
Safeguarding Level 2	April 2015 (Joan Harrop)	LGSS
Designated EYFS	June 2015 (FJ)	LGSS (Northants CC)
Whole School Awareness	September 2015	FM Kirk (DSL)
Update: Scenarios and PREVENT	May 2016	FM Kirk (DSL)
Designated Senior Lead	November 2016 (Fidelma Kirk)	LGSS (Northants)
Safer Recruitment	June 2017 (Joan Harrop)	NSPCC Online
Whole school Awareness	September 2017	FM Kirk (DSL)
Designated Safeguarding Lead	November 2017(Frances Jeffrey)	LGSS (Northants)
Level 3 Safeguarding	November 2017 (Joan Harrop)	NSPCC
Safer Recruitment	February 2018 (Alisdair Tait)	NSPCC Online
Safer Recruitment	June 2018 (Craig Walker)	
Understand the DfE statutory Guidance Changes	July 2018 (Fidelma Kirk)	The National College
Whole School Awareness	September 2018	FM Kirk (DSL)
Whole School Online Safety	September- November 2018	FM Kirk/ Northants CC
Designated Safeguarding Lead	October 2018 (Charlotte King)	LGSS (Northants CC)
Designated Safeguarding Lead	November 2018 (Fidelma Kirk)	LGSS (Northants CC)
Whole School Awareness	September 2019	FM Kirk (DSL)
Designated Safeguarding Lead	November 2019 (Frances Jeffrey)	LGSS (Northants CC)
Safer recruitment	May 2020 (Rachelle Heard)	NSPCC online safer
Designated Safeguarding Lead	August 2020 (Rachelle Heard)	High Speed Training (DSL)
Safer Recruitment	August 2020 (Craig Walker)	NSPCC online
Designated Safeguarding Lead	January 2020 (Charlotte King)	High Speed Training (DSL)
Designated Safeguarding Lead	December 2021 (Fidelma Kirk)	High Speed Training (DSL)

2.0 The Policy

2.1 Aims

Through the pastoral structure of the School and through the teaching of PSHE, the School aims to create an ethos in which pupils feel secure and are able to go to an adult and talk about any problems they might have.

The School aims, through its safeguarding policy and pastoral structure, to be vigilant and to act upon any information regarding the abuse of its children. The School recognises that safeguarding does not happen in isolation and effective safeguarding is a result of adherence to a range of policies, procedures and considerations: safeguarding is everyone's responsibility.

The school aims to take a child-centred approach to safeguarding, meaning that staff should consider at all times what is in the best interests of the child.

In order to do this we:

1. Ensure the safety and wellbeing of all children at Pitsford School and have it known that it is everyone's responsibility to be vigilant and safeguard those in our care.
2. Create an environment in the School which encourages children to develop a positive self-image, regardless of gender, race, religion, belief, cultural – social or linguistic background, political views, special educational needs, sexual orientation or gender reassignment, pregnancy, maternity and disability.
3. Work with parents and staff to build their understanding of, and commitment to, the welfare of all our children.
4. Help children to establish and sustain satisfying relationships within their families, with peers, and with other adults.
5. Ensure children receive the right help at the right time to address risks and prevent issues escalating.
6. Use the prevent strategies to prevent radicalization.
7. Actively promote the Fundamental British Values and Principles.
8. Encourage children to develop a sense of autonomy and independence.
9. Enable children to have the self-confidence and the vocabulary to resist inappropriate approaches.
10. Encourage children to understand issues relating to safeguarding in an age appropriate manner.

At Pitsford School we recognise the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

2.2 Elements of Safeguarding in Schools:



2.3 What children say they need

Our guidance to staff on what children say they need:

Vigilance: to have adults notice when things are troubling them.

Understanding and action: to understand what is happening to be heard and understood; and to have that understanding acted upon.

Stability: to be able to develop an on-going stable relationship of trust with those helping them.

Respect: to be treated with the expectation that they are competent rather than not.

Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.

Support: to be provided with support in their own right as well as a member of their family.

Advocacy: to be provided with advocacy to assist them in putting forward their views (From WTSC July 2018.)

In working to provide children with support, we include the views above of children in assisting our management of safeguarding. We include in our safeguarding concerns: 'children in need' and 'children at risk.'

3.0 Procedures and Responsibilities

3.1 Procedures following a disclosure or observed concern

3.1.1 Procedure within school the school setting

1. If a disclosure is made or it is suspected that a pupil is in need or at risk, his/her Form Tutor, Class Teacher or relevant adult may try to elicit sufficient information in order to inform further action, but not cause unnecessary stress to the child whilst doing so. Teachers need to recognise that safeguarding is not just prevention or reaction to abuse (see definitions in section 4 below) but also about the recognition of issues that include mental health, self-harming, drugs, or other issues such as children missing education, running away, FGM, CSE or at risk from radicalisation and extremism.
2. Good practice, following these guidelines, is essential in such circumstances:
 - Always listen and take the child seriously;
 - Do not promise confidentiality;
 - Never ask leading questions;
 - Accept your own limitations and explain that you need to talk to someone else about this;
 - Reassure the child that it is not his/her fault;
 - Avoid showing personal feelings;
 - Avoid making promises which you cannot keep;
 - Make it clear that whatever happens, the School Staff will be there to offer support;
 - Make sure that you know the School procedures.
3. The guidance in KCSIE is there to help a member of staff considering raising a concern. This is also summarised in section 4 of this policy. Suspicion of all forms of abuse or neglect are considered urgent and should be reported to the DSL immediately and certainly before the end of the school day.
4. **If the child is in immediate danger it may be necessary to refer it to the police (999 or 101) or children's social care (0300 126 1000) immediately.**
5. All information must be reported, in detail, to the DSL. As far as possible the child's words should be recorded verbatim. The Safeguarding Concern Form (SCF) in Appendix 1 should be used to record the information and should be handed in person to the DSL. If it cannot be handed to the DSL in person, it may be sent in the internal mail. In this case it should be placed in an envelope marked 'confidential' and an additional email (Subject: Safeguarding Concern Form) should be sent to let the DSL know with the Deputy DSL copied in. The referrer should expect an acknowledgement of this email and must follow this up if acknowledgement is not received.

In some situations it may be necessary to make initial contact by email or by phone; in this case a SCF should be completed by the teacher making the referral as this will be needed for the Safeguarding Children's File.

If the DSL is absent the Deputy DSL should be contacted.

6. Upon receipt of the SCF the DSL will decide the course of action to be taken. The action taken will be subject to the guidance given in the document 'Thresholds and Pathways' which can be found on the Northamptonshire Safeguarding Children Partnership website, and the link is also in the appendix of this document as we are specifically asked to make this document available to staff.

As well as the 'Threshold and Pathways' guidance there are a range of publications and tool kits to consider to assess the severity of the risk: These include the CSE Toolkit and the Neglect Toolkit. See Appendix.

7. The DSL or Deputy DSL will usually make the decision regarding whether a referral is needed after applying the threshold guidance and if the a child is considered to have suffered or is at risk of serious harm will report immediately to the initial Contact Team at Multi agency Safeguarding Hub – MASH. The DSL or DDSL should always be contactable however in the exceptional circumstance of this not being possible it should not cause the delay of an action or referral.

8. All staff should be familiar with the types of abuse and neglect and the common signs and indicators in order to be able to take appropriate action. This is summarised in Section 4 of this policy, but more detail can be found in KCSIE Annex A. (Sept 2019)
9. All staff should be aware of the early help process, and understand their role in it. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to teenage years. Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
 - is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is frequently missing/goes missing from care or home;
 - is misusing drugs or alcohol;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
 - has returned home to their family from care.
10. Where there are more complex needs, a referral to the local authority may lead to help provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns (reasonable cause to suspect a child is suffering or likely to suffer significant harm) a referral to local authority social care services should be made for further investigation and to decide if any action must be taken under section 47 of the Children Act 1989.
11. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially Section 17 (children in need) and Section 47 (a child suffering or likely to suffer, significant harm.)
12. All staff should know what to do if a child tells them that he/she is being abused or neglected. Staff should know how to manage an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead and children's social care. Staff should never promise a child that they will not tell anyone about an allegation as this may not be in the best interests of the child.
13. Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-35 of KCSIE (A summary of this process is included in the appendix of this document). Staff may be required to support social workers and other agencies following any referral.
14. All staff should be aware of the specific processes and sensitivities following a report of sexual violence and harassment between children.

3.1.2 Procedure for making a referral to Children's services

The following procedure will normally be undertaken by the DSL after being made aware of an issue by a member of staff but any member of staff may make a direct referral to the MASH team following the procedures below should they need to.

1. If the child is considered to have suffered or is at risk of suffering serious harm it will be reported immediately to the **Initial Contact Team at the Northamptonshire Children's Safeguarding Partnership, Multi-Agency Safeguarding Hub - MASH -(0300 1261000; out of hours: 01604 626938)**. The referrer will need the child's details including: name, address, date of birth, names and dates of birth of parents and doctors details. An operator will answer the phone and take details of the problem and your contact details. They will require the pupil's name, date of birth and postcode. They will pass you over to a duty social worker.

Leicester and Rutland where many of our students live, can be contacted on their First Response Children's Duty Team helpline at 0116 305 0005 (24hr Line).

Supporting information can be found online on the relevant Local Safeguarding Partnership websites:

Northamptonshire has a website to provide a range of supporting information:
<http://www.northamptonshirescb.org.uk/>

Leicestershire has an equivalent website at www.lrsb.org.uk

2. The referrer must also be able to outline the nature of the suspected abuse, to whom the child has disclosed the information, or why the abuse is suspected. An online referral form should be completed which can be accessed at:
<http://www.northamptonshirescb.org.uk/health-professionals/taking-action/how-to-make-an-online-referral/>
3. When completing an online referral it is important to give as much detail as possible, including any steps taken in school. **It is necessary to give the contact details of the referrer and the contact details of the person who observed the concern or received the disclosure.** For this reason it is essential that the school's SCF is completed fully and coherently and signed by the member of staff who observes or receives the concern. It is highly likely that someone from the MASH team will need to make contact, so alternative contacts should be included if contact with the referrer may be difficult.
4. Arrangements will be made for contact with a DSL during out of hours and additionally suitable provision for school holiday periods when school activities are in session. During school holidays when no activities are in session, a member of SLT is always on call who can make contact with a DSL in an emergency.
5. If making a referral: it is not a requirement to get permission from parents.
6. The DSL or other relevant person may be asked to attend conferences or meetings after the referral. This other relevant person could be the member of staff who observed the concern or received the disclosure.

7. Other considerations for referrals

- (a) If there is no immediate risk it may be decided to call the Safeguarding Children Partnership for advice or keep the situation under review.
- (b) If the child is considered to be in need of additional support from one or more agencies an inter-agency assessment following the Northampton Safeguarding Partnership procedures.
- (c) If the child is believed to be a victim of, or at possible risk of, FGM the School has a duty to inform the police. Contact: 101 - the non-emergency police number. If a teacher, in the course of their work in the profession, discovers that FGM appears to have been carried out on a girl under the age of 18, the teacher has an individual responsibility and must report this to the police. FGM is one example of crime known as 'honour-based' violence (HBV). HBV encompasses crimes which have been committed to protect or defend the honour of the family and/or community. Other examples include forced marriage and practices such as breast ironing. All forms of HBV are abuse, regardless of motivation, and must be handled and escalated as such. Further information can be found in section 4.
- (d) If the child is believed to be at risk of extremist behaviour or influences: contact 101 - the non-emergency police number or 0207 340 7264 for the DfE dedicated telephone for emergency advice for staff and governors; email counter-extremism@education.gsi.gov
- (e) If the abuse is by one or more pupils against another pupil (known as peer-on-peer abuse) and there is 'reasonable cause to suspect the child is suffering or likely to suffer significant harm', it will be referred to the local authority as a child protection concern. Pitsford School will act robustly and appropriately to all bullying concerns- see anti-bullying procedures in the school planner and in the staff handbook. Since September 2018, specific training is included for all staff for managing a report of sexual violence or harassment between children.
- (f) If the abuse is by a parent or carer the child must be protected and the School must act on advice given by the LSCP. It may be that the child cannot be sent home pending the arrival at school of a Social Worker and/or the Police. School must await the outcomes of the investigations and act upon the decisions made by the LSCP.

- (g) If the abuse is by a member of staff see section 3.4.
- (h) In any situation where a child is considered in need, the DSL is in a position to decide or take appropriate advice on whether to involve the parents (usually), recommend that the child sees the GP, implement an Early Help Assessment (EHA- formally CAF) or consider a referral to other agencies such as CAMSH or Hospital Outreach.
- (i) Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information cannot be allowed to stand in the way of the need to promote welfare and to protect the safety of children.
- (j) A record must be kept in the Safeguarding Children File of this and any further related events that occur and reports of these events must be submitted to the CYPS (Children and Young Person's Services).
- (k) The DSL or Deputies should also liaise with the three safeguarding partners in line with guidance from Working Together to Safeguard Children and Guidance from NPCC-'When to Call The Police.' [Insert link here or add to appendix]

3.1.3 Response to a referral

1. Once the referral has been accepted by local authority children's social care the lead professional role falls to a social worker. The social worker should clarify with the referrer, when known, the nature of the concerns and how and why they have arisen. Within one working day of a referral being received, a local authority social worker should make a decision about the type of response that is required. This will include determining whether:
 - (a) The child requires immediate protection and urgent action is required;
 - (b) The child is in need, and should be assessed under section 17 of the Children Act 1989;
 - (c) There is a reasonable cause to suspect that the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
 - (d) Any services are required by the child and family and what type of services; and
 - (e) Further specialist assessments are required in order to help the local authority to decide what further action to take.
2. Action to be taken:
 - (a) The child and family must be informed of the action to be taken.
 - (b) Local authority children's social care should see the child as soon as possible - if the decision is taken that the referral requires further assessment.
 - (c) Where requested to do so by the local authority children's social care, professionals from other parts of the local authority such as housing and those in health organisations have a duty to cooperate under Section 27 of the Children Act 1989, by assisting the local authority in carrying out its children's social care functions. This duty also applies to other local authorities.

3.1.4 Arrangements for dealing with peer on peer abuse.

We recognise that abuse can take many forms including abuse by one or more pupils against another pupil. This may be an isolated instance or indeed a series of instances over a period of time. This could include but is not limited to: Bullying, including cyber bullying, physical abuse, sexual violence, upskirting (this typically involves taking pictures beneath a person's clothing for sexual gratification or to cause distress and is now a criminal offence), youth produced sexual imagery, hazing or initiation type rituals. Colleagues are requested that where there is 'reasonable cause to suspect that a child is suffering or likely to suffer, significant harm', that any such abuse will be referred to the DSL. In the event of any disclosures about pupil on pupil abuse, colleagues are asked to treat all children involved, whether perpetrator or victim, as being at 'risk'. Staff are requested to treat such incidents in the same way as any other safeguarding or bullying matter and to follow the procedures set out in this policy and in the Anti-Bullying Policy. Concerns of bullying will always be taken seriously and not dismissed as 'banter' or

'part of growing up.' It is also the case that while we recognise the gendered nature of peer on peer abuse, all peer on peer abuse is unacceptable.

All staff should be aware of the procedures for dealing with instances of peer on peer abuse. All efforts should be made to minimise the risk of peer on peer abuse by:

- Appropriate supervision of pupils.
- Appropriate education through PSHE and other forums such as assemblies that promotes kindness and community spirit.
- Effective discipline that provides consequences for poor behaviour.
- Culture of openness that encourages pupils to talk if they have an issue.
- Training of staff and senior pupils.
- Ensuring that all staff and pupils are familiar with the guidance in the safeguarding and anti-bullying policies. There is a simplified version in the pupils planners.
- All of the above refers to behavior on and offline.

1. Bullying.

A bullying incident should be treated as a child protection concern where there is 'reasonable cause to believe that a child is suffering, or is likely to suffer, significant harm.' The DSL should access all information available to the school about the child and refer to Childrens' Social Care.

2. Youth Produced Sexual Imagery (and Sexting).

'Sexting' is the act of sending, receiving, or forwarding sexually explicit messages, photos or images via mobile phone, computer or other digital device. These messages, photos and images are often distributed through email and internet based social networking websites well beyond their original intended recipients.

Sending or receiving a sexually suggestive image of a person **under the age of 18** is a crime and it is considered child pornography and can result in criminal charges.

Sexting is not acceptable under any circumstances, including banter between pupils or between adults.

Staff who become concerned about a sexting issue in relation to a device in the possession of a pupil should:

- i. Secure the device (consistent with DFE advice Searching Screening and confiscation – Advice for Headteachers, School staff and governing bodies (DFE February 2014, page 11)).
- ii. Pass it immediately to the DSL.
- iii. Not look at or print any indecent images.

The DSL will make a judgment on whether the sexting is experimental or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behavior by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, revenge porn, applying pressure to groups or individuals to produce indecent images or creation or sending or showing images without the knowledge or against the will of the young person who is pictured.

Aggravated incidents of sexting will usually be referred to LSCBN MASH for advice about whether or not a response by the police and/ or Children's Social Care is required.

The DSL will make a judgment about whether or not a situation in which indecent images have been shared with a small number of others, in a known friendship group with no previous concerns, constitutes an aggravated incident. However any pupils who have engaged in sexting must expect to receive a serious school sanction, the severity of which will depend on the specific nature of the incident. Parents will be informed and a meeting convened to discuss the incident and strategies put in place to help change their behaviour.

Those who have been the victim of sexting will be given appropriate support following discussions with their parent/ guardian and, where appropriate, relevant external organisations.

3. Sexual violence and sexual harassment between children.

The school's initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Effective safeguarding practice includes:

- not promising confidentiality at this initial stage, as it is very likely a concern will have to be shared further (for example, with the Designated Safeguarding Lead or children's social care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising that a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;
- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The link for this guidance can be found in the appendix. The key consideration is for staff not to view or forward illegal images of a child. The advice from UKCCIS provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead (or deputy)). However, this might not always be possible; and
- informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the Designated Safeguarding Lead (or deputy) is not involved in the initial report.

Actions and risk assessment following allegation of sexual violence or sexual harassment between children in school.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them;

Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The Designated Safeguarding Lead (or a deputy) will seek to ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments should be used to inform the schools or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

The Designated Safeguarding Lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's initial response.

Important considerations will include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children or school staff; and
- other related issues and wider context.

The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

Reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst we establish the facts of the case and start the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim. We will also consider how best to keep the victim and alleged perpetrator at a reasonable distance apart on school or college premises and on transport to and from the school, where appropriate. These actions are in the best interests of both children and will not be perceived to be a judgment on the guilt of the alleged perpetrator. In other cases of sexual violence and harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport, should also be considered immediately.

Options to manage the report

It is important that we consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss the next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding principles, this does not and should not stop us from taking immediate action to safeguard our children, where required. There are four likely scenarios to consider when managing any reports of sexual violence and/or sexual harassment.

Scenario 1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, it may be appropriate to take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support.

Scenario 2. Early help

- In line with 1 above, the school or college may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence. Full details of the early help process are in Chapter 1 of Working Together to Safeguard Children.

Scenario 3. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, we will make a referral to local children's social care.

- At the referral to children's social care stage, we will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.
- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.
- Where statutory assessments are appropriate, we will ensure that we are working alongside, and co-operating with, the relevant lead social worker.

Scenario 4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the designated safeguarding lead (and their deputies) is clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, we will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that we are supporting the child in any decision they take.
- Where a report has been made to the police, we will consult with the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. We should also discuss the best way to protect the victim and their anonymity.
- The DSL must be aware of the arrangements of the specialist units of the local police unit that investigates child abuse.

Whatever scenario forms the response to the referral, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

3.1.5 Mental Health

All staff should be aware that mental health concerns can in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. As a member of staff at Pitsford School, you know our children well and are well placed to observe children day to day and identify behavior that might suggest they may be experiencing mental health problems or be at risk of developing one.

Staff should be aware that children's experiences of abuse, neglect or other traumatic experiences may have long lasting effects through childhood, adolescence and into adulthood, and have an impact on their mental health, behavior and education. Staff should not attempt diagnosis but speak to the DSL or a DDSL about next steps which may include referral to a professional. We also have a school listening service. Further advice and guidance is in the appendix – including resources for lessons, some of which are incorporated in PSHE. See also appendix 5 regarding safeguarding in the context of returning to school after lockdown.

3.2 Staff recruitment

The School follows the Safe Recruitment Procedures. The Head, Bursar and a Governor are all trained in Safer Recruitment Procedures. The bursar keeps records of all checks and documentation carried out on prospective staff with regard to part two of KCSIE.

3.3 Children living away from home

The school has a responsibility to recognise the vulnerability of pupils who are not living in their natural home setting. This includes pupils staying with host families (Private Foster Care), looked after children, those in homestay and pupils who may need to reside for periods of time in hospital.

3.3.1 The school has a duty to notify the local authority of any circumstances when a child under the age of 16 (or 18 if disabled) is provided with care and accommodation in a home not including someone to whom they are related. The local authority will check the arrangements are suitable for that child.

3.3.2 The Headmaster is responsible (through his PA and Registrar) for liaising with our Guardian agency 'Gateway', who are in turn responsible for the safeguarding checks of the host family. The DSL will work

closely with CYPS to support the social worker allocated to pupils in private foster care. This will include CIN meetings as requested by CYPS and the sharing of information to support the welfare of the child. Whilst pupils at Pitsford School in private foster care are not typical of foster children, staff (and particularly tutors) should recognise that these pupils are far from home and family and linguistic and cultural barriers may make these pupils vulnerable to risk.

- 3.3.3 The most common reason for children becoming looked after is as a result of abuse or neglect. We must ensure that staff have the skills and knowledge to keep looked after children safe. We also must ensure that the appropriate staff have access to the necessary information they need in relation to the child's legal status and contact arrangements with birth parents or those with parental responsibility. The DSL should also have the contact details of the pupil's social worker and the name of the virtual school head. A child who was previously looked after remains potentially vulnerable and must be treated in the same way as a currently looked after child.
- 3.3.4 If a pupil has to continue their education in hospital for a period of time, or participates in homestay, the responsibility for the safeguarding of that pupil remains with the school.

3.4 Procedures for allegations involving a member of staff or volunteer

A safeguarding allegation involving a member of teaching staff, support worker or a volunteer, should be communicated immediately to the Head and not discussed with any other member of staff. Such allegations will be of serious harm or abuse by any person working or looking after children in our school (whether that allegation relates to harm or abuse committed on our premises or elsewhere) or of any other abuse, which is alleged to have taken place on the premises or elsewhere.

There are two exceptions to this:

1. If the Head is away, the DSL and the Chair of Governors must be informed.
2. If the allegation involves the Head, the Chair of Governors must be informed without first informing the Head.

- 3.4.1 These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:
- Behaved in a way that has harmed a child, or might have harmed a child;
 - Possibly committed a criminal offence against or related to a child; or
 - Behaved towards a child or children in a way that indicates that he or she would pose a risk of harm if they work regularly or too closely with children.
 - Behaved or may have behaved in a way that indicates that they may not be suitable to work with children.
- 3.4.2 If an allegation is made against a teacher, the quick resolution of that allegation must be the clear priority to the benefit of all concerned. The school cannot undertake their own investigation of allegations without consulting the Designated Officer (Formally LADO - Local Authority Designated officer), or in the most serious cases the police so as not to jeopardise statutory investigations. The DO should be contacted within one working day of an allegation once it is deemed to fulfil the criteria in section 3.4.1 above or if an allegation has been made directly to the police. In the case of serious harm the police should be involved from the outset. Where the allegation refers to an adult not directly employed by the school –eg a supply teacher – allegations should be dealt with properly. In no circumstances should a school cease to employ a supply teacher due to safeguarding concerns without finding out the facts and liaising with the LADO to determine a suitable outcome.

All reports to the DO must be made using the online referral system which can be accessed from this link:

<http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/>

Advice can be sought by emailing:

doreferral@northamptonshire.gov.uk

- 3.4.3 Discussions with the DO should be recorded in writing, and communication with both the individual and the parents of the child/children agreed. Schools should give due weight to the views of the DO and the policy when making a decision about suspension. Allegations against a member of staff who is no longer teaching should be made directly to the police.
- 3.4.4 The school does not require parental consent before reporting allegations to the Designated Office/Team of Officers (LADO). In borderline cases discussion with the Designated Office/Team of Officers (LADO) can be held informally and without naming the school or individual. With the permission of the Designated Office/Team of Officers the member of staff will be advised to contact their trade union or professional association for guidance.
- 3.4.5 In the case of serious harm, the police will be informed from the outset. We will consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place, giving due weight to the views of the Designated Office/Team of Officers (LADO) and best practice when making a decision about suspension. Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct.
- 3.4.6 Any meeting or investigation will be consistent with our School Disciplinary Procedures (refer to HR manual).
- 3.4.7 Alternatives to suspension might be appropriate in some cases; possibilities include sending the member of staff on leave, giving him or her non-contact duties.
- 3.4.8 **Anonymous allegations** – if we are faced with an anonymous allegation of child abuse which names both a member of staff and a child we will handle it in exactly the same way as if we knew the identity of the person making the allegation. Where the allegation names the member of staff but not the pupil, or the pupil but not the member of staff, or indeed neither are named in the allegation, we will seek the advice of the Designated Office/Team of Officers (LADO). A record will be kept.
- 3.4.9 **Malicious or unsubstantiated allegations** -In the case of a malicious or unsubstantiated allegation, the allegation will not be referred to in employer references. Confidentiality will be maintained in line with current reporting restrictions.

The Child

A child who has been at the centre of unfounded or unsubstantiated allegations of child abuse needs professional help in dealing with the aftermath. We will liaise closely with the LSCB to set up a programme to meet his or her needs, which may involve CAMHS or an educational Psychologist. We will be mindful of the possibility that the allegation of abuse was an act of displacement, masking abuse that is actually occurring within the child's own family and/or community.

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

The member of staff

A member of staff could be left at the end of an unfounded or unsubstantiated allegation of abuse with severely diminished self-esteem, feeling isolated and vulnerable, all too conscious that colleagues might shun him/her on the grounds of 'no smoke without fire'. If issues of professional competency are involved, and though acquitted of child abuse, disciplinary issues are raised, we recognize that he/she is likely to need professional or emotional help. We will undertake to arrange a mentoring programme in such circumstances, together with a professional counselling outside the school community.

Where there has been a substantiated allegation against a member of staff, the school will work with the DO to determine whether there are improvements to be made to the school's procedures and practice to help prevent similar events in the future.

- 3.4.10 In such cases where an allegation of misconduct is substantiated and the person is dismissed, a fixed term contract is not renewed, the school no longer engages or refuses to employ a supply teacher

provided by an employment agency, the school terminates the employment of a student teacher or other trainees, no longer uses the staff employed by contractors, no longer uses volunteers, where a staff member has resigned and/or voluntary withdrawal of supply teaching, contract working, a course of initial teacher training, or volunteering or the school ceases to use the person's services, or otherwise ceases to provide his/her services, the DO will be contacted by the Head so that a decision can be reached as to whether or not the school decides to make a referral to the DBS for consideration of inclusion on the barred list. In the case of a member of teaching staff, the decision will need to be made whether or not to refer this matter to the National College for Training and Leadership (NCTL) to consider prohibiting the individual from teaching. Pitsford School will ensure its' legal requirement as an employer to make a referral to the DBS, if it believes that an individual has engaged in conduct that harmed (or is likely to harm) a child; if a person otherwise poses a risk of harm to a child. This will be undertaken by the Head. The school will, through the Head, inform the ISI Safeguarding division of the same circumstances.

For further details see the School's recruitment procedures.

3.4.11 It is the responsibility of the governors to ensure that procedures are in place to manage both safeguarding concerns and allegations against staff. If an allegation may meet the harms test, it should be addressed as per Part Four of KCSIE 2020.

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

3.4.13 Contact information:

Designated Officer Administrator - 01604 364031

Designated Officer Andy Smith - 01604 367862 AndSmith@childrenfirstnorthamptonshire.co.uk

Designated Officer Christine York - 01604 362633 CYork@childrenfirstnorthamptonshire.co.uk

3.4.14 Management and support

There should be transparency and accountability in relation to how concerns are received and handled. Provision for mediation and conflict resolution will be provided where necessary. Training and support will be provided for staff members.

The school has a telephone counselling service that is provided by our insurers. The number for this service is: 0117 934 2121. The service is confidential and takes place over the telephone. These calls are not recorded.

Where appropriate, the service includes outward referral to relevant voluntary and/or professional services and this number is displayed in staff areas around the school. This service is also available to any person who lives with you.

3.5 Staff behaviour

Clear guidance is set out as to appropriate conduct for staff working with pupils in the School. This can be found in the Staff Code of Conduct document included in Appendix 2 of this policy.

3.5.1 Pitsford School aims to foster an open environment where staff feel free to raise concerns. This includes aspects of poor or unsafe practice or any other potential failures in the Schools' safeguarding regime.

3.5.2 Procedures for whistle-blowing are set out in the guidance but any concerns can be taken to the DSL, Head or Governors.

3.5.3 Breaches of the Staff Code of Conduct may lead to disciplinary action or other measures which could

include training and mentoring if the thresholds for a DO referral are not met. Refer to the disciplinary procedure in the HR manual of the staff handbook.

3.6 Corporal punishment

Corporal punishment is prohibited. Any cases of corporal punishment will be dealt following the procedures in the preceding section of this policy (Procedures for allegations involving a member of staff or volunteer)

3.7 Staff training

The DSL and EYFS Designated Person will complete appropriate training in child protection and inter-agency working every two years. They are also expected to update their skills and knowledge at regular intervals via e-bulletins, meetings with other safeguarding leads and taking time to read and digest safeguarding arrangements.

All other staff / volunteers will be trained in-house at regular intervals and updated of any changes as per local safeguarding partnership requirements. Training materials including the Friday Bulletin updates are available to staff on Firefly – and these materials are regularly signposted.

All new staff and volunteers joining the school will be trained before they start their duties.

The induction training will include:

1. The School's Child Protection Policy.
2. The Staff Code of Conduct/Behaviour policy – to include, staff pupil relationships and communications and the use of social media.
3. The whistle blowing procedure.
4. The identity of the DSL.
5. A copy of part 1 of KCSIE (Sept 2019) – All Staff.
6. KCSIE Annex A – For Leaders and those who work directly with children.
7. Prevent Training – including the Homeoffice online training.
8. Training on managing and reporting specific safeguarding issues: sexting, child on child sexual violence and harassment.
9. Training on Online Safety.

All staff are required to read Part 1 of KCSIE and will receive regular updates to their training in staff briefings, INSET, or by email. These will be co-ordinated by the DSL or deputy DSL in order to assist staff to understand and discharge their role as per this guidance.

Staff who are school leaders or are working directly with children are required to read Part 1 Annex A.

All staff will be trained concerning the risks of radicalisation and how to identify children at risk. All staff must complete the Prevent training module at:

<https://www.elearning.prevent.homeoffice.gov.uk/>

Please note that this has replaced the Channel General Awareness Course that all staff completed in 2016/17

To ensure that staff understand KCSIE Part 1 and Annex A, the following mechanisms are employed:

- (a) All staff attend training with specific reference to KCSIE Part 1 and Annex A and to clarify procedures in the policy for reporting and recording their concerns.
- (b) All staff are asked in routine briefings if any safeguarding issues have arisen.
- (c) Teaching staff meet in small groups to discuss any concerns about welfare and safeguarding practices and possible scenarios are covered in these meetings.

A record of training is kept by the DSL, staff are also asked annually to confirm that they have read the latest copy of KCSIE and the Updated Safeguarding Policy and Code of Conduct. This is also recorded by the DSL. The Head also asks staff to confirm that they are not disbarred, no members of their household are prohibited from working with children and that they are not taking any medication that may affect their behaviour. This record is held in the personnel records, by the Bursar.

3.8 Off site activities and trips

Where service or activities are provided separately from another body, the Head will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding and child protection. Further guidance can be found in the Trips and Visits Policy in the HR manual.

3.9 PSHE/SMSC

A PSHE programme will be followed by all pupils that:

- a. Supports developmental stages of different age groups throughout the school with the aim to keep them safe. This education endeavours to be appropriate to our specific setting.
- b. Includes anti-bullying education, at least annually.
- c. Teaches pupils about safeguarding and health issues including body image and mental health.
- d. Teaches children about online-safety.
- e. Develops skills to build resilience to radicalisation.
- f. Relationships and Sex Education. This is compulsory from 2020 but is already well integrated into our PSHE programme.

PSHE is delivered by the tutors under the guidance of the Deputy Head Pastoral, and is supplemented by assemblies and workshops. A separate policy for PSHE can be found in the staff handbook.

In order to minimise the risk of danger from influences outside of the school, and particularly mindful of the risks of CSE and radicalisation:

- It is the responsibility of organising staff to ensure that visiting speakers are appropriate.
- The names of any planned visiting speakers must be given to the Headmaster at least a week before the date of visit.
- Information for local counseling services and helplines should be displayed prominently around school to provide access to appropriate support for pupils who need it.
- IT filtering systems are in place to ensure that pupils are protected from inappropriate content.

3.10 Online Safety and procedures for dealing with inappropriate illegal internet material

The use of technology has become a significant component of many safeguarding issues: Child sexual exploitation; radicalisation; sexual predation and sharing of inappropriate images. Technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in 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; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Education

Opportunities to teach safeguarding, including online safety, are integrated into the PSHE programme and into the wider school curriculum.

Filters and monitoring

The School will do all that is reasonable to limit children's exposure to the above risks from the school or college's IT system. As part of this process, we ensure that we have appropriate filters and monitoring systems in place. This is balanced with the educational needs of our pupils and the age of the pupils across the school.

Devices with access to personal data

Access to the internet via 3G,4G and 5G means that many pupils can have unlimited and unrestricted access to the internet via their mobile phones. Usually pupils may only have access to their phones in school when they are in Year 11 and the Sixth Form. Pupils in younger years who need phones to travel to school must hand them into the office at the beginning of the day and collect them after their last lesson or activity. However during the Autumn Term 2020 all pupils may bring a device to school to facilitate easy transitions between home and school learning in response to changing conditions of the current pandemic.

Any pupil who has permission to bring their phone (or any device capable of using data) must be given guidance on acceptable use. This includes only using the device in designated areas and at set times. No mobile devices can be used in changing rooms and toilet areas. No pictures or videos may be uploaded onto any social networking site. All parents will sign an acceptable use policy to confirm that they have read the conditions in which devices brought to school, or used at home for home learning, will be used. Further guidance on this can be found in Annex C of KCSIE 2020.

Pupils on residential trips will get specific guidance on use of mobile devices appropriate to the setting. This will usually mean that they are collected in after a set time in the evening.

Full Guidance is also given in our Online Safety Policy

Procedures for dealing with inappropriate or illegal internet access or material

- Pitsford School has installed web filtering software to ensure the protection of its pupils whilst accessing the internet. It is recognised that no software is infallible, and the following procedures will be abided by where necessary. In addition, some pupils will have access to the internet via mobile data.
- Discovery of inappropriate websites, by staff or pupils, should be reported immediately to the DSL, who in liaison with the network manager will consider referral to CEOPS and the Police.
- Illegal material of a sexual nature within the school's network must always be reported to the police. Any incident that involves inappropriate adult access to illegal material on Pitsford School premises will be dealt with by the school's disciplinary policy in conjunction, if required, with the Police.

Action in the event of discovery of illegal material

- Seek immediate and specific advice from the DSL, who will consult with the Network Manager and the Police.
- Prevent any further access to the device/ network location until the correct advice is gained.
- Unless absolutely necessary, DO NOT remove any power from a working device and under no circumstance start a device if it is already switched off.
- Consider if it is necessary to prevent remote access to the device/location.
- If it is believed that a member of staff or pupil who has left the site could remove or damage evidence on the device remotely, unplug ONLY the network cable from the back of the device to prevent this occurring.
- If the device is already turned off and it is no longer realistically possible to prevent further physical access (eg owing to lack of supervision) disconnect the power at the base of the unit (not the wall) and remove the lap top) Store the device in a secure location where no one else can gain access to it and make a note of the date, time and name of the individual who performed this action.
- Under no circumstance should any member of staff attempt to undertake an investigation of their own or bring an outside expert in to do so, as this may compromise the evidence if a legal case were to result. In some cases, this may constitute a criminal offence in itself.

3.11 Whistleblowing

- All staff should feel able to raise concerns about poor or unsafe practices and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the school's senior leadership team. These procedures may be used in any circumstance where a member of staff in the school believes they have reason to suspect that the conduct of an employee towards a pupil is inappropriate or that the safeguarding policy or other guidelines are not being followed.
- Inappropriate conduct includes but is not limited to:
Speaking inappropriately to a child.
Bullying, humiliation or aggressive behaviour towards a specific group of children or a child.
Showing favouritism towards a specific group of children or child.
Contravening health and safety guidelines.

Professional practice that falls short of normally accepted standards.
Contravening pupils' welfare in a way that does not meet the thresholds for child protection intervention.
Developing inappropriate relationships with a child's parents to gain access to a child.

- Where a staff member feels their genuine concerns are not being addressed, they should follow the whistleblowing procedures outlined in the HR manual.

- Guidance

Staff will naturally feel reticent to report a concern about the behaviour or conduct of a colleague. However, each individual must take responsibility to ensure that a child is fairly treated. One useful way to decide whether your concern should be reported is to consider whether you would want the behaviour to continue unchecked if it was your own child or another young family member involved. It may help if you write down, for your benefit, what you have observed or heard that is causing alarm. You may report your concerns verbally or in writing

- Other whistleblowing guidance is also available: Contact the NSPCC whistleblowing helpline 08000280285 or email help@nspcc.org.uk

4.0 Types of abuse and neglect and specific safeguarding issues

4.1 **What is abuse?** All school 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.

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

The key types of abuse and neglect are: Physical, Emotional, Sexual and Neglect but there are a range of safeguarding issues that cross over and our understanding of the complexities of safeguarding and child protection is constantly being challenged by new information, technologies and behaviours.

Staff should distinguish between children who are *in need* and children who are *at risk from harm*.

A child 'in need' is defined under the Children Act 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. Children in need may be assessed under section 17 of the Children Act 1989 by a social worker

Where there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm, the child is deemed 'at risk' and a referral to children's services should be made. Enquiries, supported by other organisations and agencies, as appropriate, should be initiated in any instance where there are concerns about all forms of abuse, neglect. This includes female genital mutilation and other honour based violence, and extra-familial threats including radicalisation and sexual or criminal exploitation. There may be a need for an assessment under section 47 of the Children Act 1989.

4.2 How do I know if its abuse and how do I assess its seriousness?

The information in Keeping Children Safe in Education (KCSIE) will help you and forms a major part of the training. Other sources of support can be found in appendix 4 of this document.

Useful information can be found on the Northamptonshire Safeguarding Children Partnership website.

'Thresholds and pathways' and the 'toolkits for schools' are particularly useful for a staff member looking for advice.

4.3 **What is *Keeping Children Safe In Education Part One*?** The information provided by the DfE on types of abuse and neglect and specific safeguarding issues is updated regularly in this document. It is a requirement that all staff must read this document to familiarise themselves with the most recent guidance. The online version of this document can be downloaded at <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> and found on our school website. It includes useful links and fact sheets that can be downloaded.

4.4 Further information on specific safeguarding issues covered in Annex A

Annex A of keeping safe in education contains information on specific safeguarding issues seen below. Senior leaders and staff working directly with children are required to read this. **School staff can access government guidance and expert advice on the issues listed via links on the electronic version of KCSIE Annex A on the school website and through other links in the appendix of this policy.**

- Children and the court system.
- Children missing from education.
- Children with family members in prison.
- Child sexual exploitation.
- Child criminal exploitation: county lines.
- Domestic abuse.
- Homelessness.

- Honour Based Abuse (including FGM and Forced Marriage).
- Preventing radicalisation.
- Peer on peer abuse.
- Sexual violence and sexual harassment between children in schools and colleges.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Staff should be clear on policy and procedures with regards to peer on peer abuse. Additional information regarding peer on peer abuse is in Annex A of KCSIE 2018.

4.5 Definitions, causes for concern and possible indicators of abuse - what every member of staff needs to know:

It is the responsibility of all staff to be aware of the signs of abuse and neglect so that they can identify children in need of help or protection and report any such concerns to the DSL or DDSL straight away. Definitions and categories of abuse are highlighted in this section for ease of organisation. However, it is important that we recognise that many issues children experience will cross different categories and that we need to take a contextualised approach to safeguarding.

- 6.31. An abused child is a boy or girl who has suffered from or is believed to be potentially at risk of suffering from, physical injury, neglect, emotional abuse or sexual abuse.
- 6.32. Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. A child is deemed to be anyone under the age of eighteen.
- 6.33. A vulnerable adult is defined as a person aged eighteen or over, who has either a dependency upon others in the performance of, or a requirement for, assistance in the performance of basic functions; a severe impairment in the ability to communicate with others; or has a reduced ability to protect themselves from assault, abuse or neglect. This can be as a result of a learning or physical disability; a physical or mental illness chronic or otherwise; or a reduction in physical or mental capacity.
- 6.34. Abuse and Neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults or another child or children.
- 6.35. Children with special educational needs and disabilities can face additional safeguarding challenges, which can make recognition of indicators of abuse or neglect harder to recognise.

Types of Abuse and Neglect (definitions)

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

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

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

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

d) Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Child sexual exploitation (CSE) is a form of Sexual Abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

It should also be remembered that children can also abuse. The children who abuse will need help too. They may themselves have been abused.

Possible Signs of Abuse and specific information on particular forms of abuse

a) Physical Abuse

Most children will collect cuts, bruises and injuries, and these should be interpreted in the context of the child's medical/social history, development stage and the explanation given. Most accidental bruises are seen over bony parts of the body, e.g. elbows, knees, shins, and are often on the front of the body. Some children, however, will have bruising that is more than likely inflicted rather than accidental. Important indicators of physical abuse are bruises or injuries that are either unexplained or inconsistent with the explanation given; these can often be visible on the 'soft' parts of the body where accidental injuries are unlikely, e.g. cheeks, abdomen, back and buttocks. A delay in seeking medical treatment when it is obviously necessary is also a cause for concern.

The Physical signs may include:

- Unexplained bruising, marks or injuries on any part of the body.
- Multiple bruises – in clusters, often on the upper arm, outside of the thigh.
- Cigarette burns.
- Human bite marks.
- Broken bones.
- Scalds, with upward splash marks.
- Multiple burns with a clearly demarcated edge.

Behaviours that can also indicate physical abuse:

- Fear of parents being approached for an explanation.
- Aggressive behaviour or severe temper outbursts.
- Reluctance to get changed, for example in hot weather.
- Depression.
- Withdrawn behaviour.
- Running away from home.

b) Emotional Abuse

Emotional abuse can be difficult to identify as there are often no outward physical signs. Indications may be a developmental delay due to a failure to thrive and grow, however, children who appear well-cared for may nevertheless be emotionally abused by being taunted, put down or belittled. They may receive little or no love, affection or attention from their parents or carers. Emotional abuse can also take the

form of persistent overly high expectations being placed on a child or preventing a child from being allowed to mix and play with other children.

- Continual self-deprecation.
- Fear of new situations.
- Inappropriate emotional responses to painful situations.
- Self-harm or mutilation.
- Neurotic behaviour - obsessive rocking, thumb-sucking and so on.
- Air of detachment - "don't care attitude".
- Social isolation - does not join in and has few friends.
- Desperate attention-seeking behaviour.
- Eating problems, including over-eating and lack of appetite.
- Depression, withdrawal.
- Severely delayed social development, poor language and speech.

c) Sexual Abuse

It is important to remember that sexual abuse is committed by adult males, adult females, young people and children of both sexes. Where children or young people are perpetrating sexual abuse they must also be regarded as being in need of safeguarding. There may be physical or behavioural indications of sexual abuse.

The physical signs of sexual abuse may include:

- Pain, irritation, bruising or bleeding in or near the anal or genital areas.
- Discomfort when walking or sitting down.
- Pregnancy.
- Injuries to the body.
- Sexually transmitted diseases.

Behaviours that can also indicate sexual abuse:

- Sudden changes in behaviour.
- Fear of being left with certain people or groups of people.
- Sexual knowledge beyond their age/developmental level.
- Attempts to teach other children about sexual activity.
- Being sexually abusive to other children.
- Self-destructive behaviours, such as self-harm, eating disorder or substance abuse.
- Unexplained gifts or money.
- Sexually provocative behaviour.
- Bedwetting.
- Not being allowed to have or withdrawing from, friends (particularly in adolescence).
- Saying they have secrets that they cannot tell anyone.

Child Sexual Exploitation

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity

(a) in exchange for something the victim needs or wants, and/or

(b) for the financial advantage or increased status of the perpetrator or facilitator.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media). The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant. The department provide:

Child sexual exploitation: guide for practitioners

Child on Child sexual violence and sexual harassment (Peer on Peer abuse)

A new section (Section 5) has been added to the new KCSIE September 2018 to deliver additional guidance to this complex issue.

Sexting (also known as Youth produced sexual imagery) can take the form of peer on peer abuse and can significantly increase a child or young person's vulnerability to CSE. Sexting concerns must be reported to the DSL who will assess, refer and support as appropriate. The School is committed to providing education in the appropriate use of communications technology through Computing and PSHE lessons (which include on-line safety). Pupils contravening guidelines will be dealt with (and supported) according to the Behaviour Policy and advice from pastoral and welfare staff.

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/105 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Hazing and initiation rituals

These are individual or group activities performed as a right of passage. These often involve a victim feeling coerced and may be humiliating, sexually degrading or dangerous.

What is consent?

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats.

d) Neglect

It can be difficult to recognise neglect which can take place in many forms, however, its effects can be long term and damaging for children.

The physical signs of neglect may include:

- Constant hunger.
- Poor personal hygiene.
- Inappropriate or dirty clothing.
- Losing weight or constantly being underweight.

Neglect may also be indicated by:

- A child being left alone or unsupervised at an inappropriate age.
- Being tired frequently.
- untreated medical problems.
- Frequent lateness or non-attendance at school.
- Low self-esteem.
- Poor social relationships.

Absences from School

The risks associated with going missing from education are now given more prominence in KCSIE. The school has a procedure in place to identify and respond to children who go missing, particularly on repeat occasions. Failure to report children missing education, when this is a requirement, would be non-compliance with the duty to have regard to KCSIE. Attendance registers are completed by the form tutor and teachers. Absence is notified to the School Office from which enquiries are made to parents if notification has not been received.

Attendance of tutees should be monitored by tutors with any initial concerns addressed with parents and the DSL informed if necessary. Attendance registers are reviewed by the DSLs on a regular basis to identify patterns of absences. The school will notify the local authority when a pupil's name is removed from or added to the admission register at a non-standard transition point.

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. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education. A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation.

Staff should follow the procedures for unauthorised absence and 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 going missing in future. 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, female genital mutilation and forced marriage.

Where a parent notifies a school that a pupil will live at another address, the registrar will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, we record in the admissions register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The registrar will notify the local authority within five days when a pupil's name is added to the admission register.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Further Information on so called 'honour based' abuse.

So-called 'honour-based' abuse 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 doubt, 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.

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi Agency Statutory Guidance on FGM (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

FGM

For Schools, the most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM. In addition, it is important to consider whether FGM is known to be practised in her community or country of origin.

There are a number of factors in addition to a girl's or woman's community, country of origin and family history that could indicate she is at risk of being subjected to FGM. The ones that could be appropriate to the setting of Pitsford School are:

- a girl confides to a professional that she is to have a 'special procedure' or to
- attend a special occasion to 'become a woman';
- a girl talks about a long holiday to her country of origin or another country
- where the practice is prevalent;
- parents state that they or a relative will take the girl out of the country for a
- prolonged period;
- a parent or family member expresses concern that FGM may be carried out on
- the girl;
- a family is not engaging with professionals (health, education or other);
- a family is already known to social care in relation to other safeguarding issues;
- a girl requests help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM;
- a girl talks about FGM in conversation, for example, a girl may tell other children about it (see Annex G for commonly used terms in different languages) – it is important to take into account the context of the discussion;

- a girl from a practising community is withdrawn from Personal, Social, Health and Economic (PSHE) education or its equivalent;
- a girl is unexpectedly absent from school;
- a girl has attended a travel clinic or equivalent for vaccinations / anti-malarials.

Forced Marriage

- Absence and persistent absence.
- Request for extended leave of absence and failure to return from visits to country of origin.
- Fear about forthcoming school holidays.
- Surveillance by siblings or cousins at school.
- Decline in behaviour, engagement, performance or punctuality.
- Being withdrawn from school by those with parental responsibility.
- Not allowed to attend extra-curricular activities;
- Sudden announcement of engagement to a stranger;
- Prevented from going on to further/higher education.

Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's or college's designated safeguarding lead (and any deputies) will follow local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the CounterTerrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

Child criminal exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

*Staff must read Annex A of KCSIE which elaborates on much of the detail above.

Appendix 1



Pitsford School

Opportunity | Excellence | Understanding

Safeguarding Children / Student Welfare Concern Form (SCF)

Pupil's Full Name		Class Teacher/ Form Tutor	
Date of this record		Your Name and designation	
Why are you concerned about this pupil? <i>(please add additional notes/ details if appropriate)</i> What have you observed and when? What have you been told, by whom and when?			
Have you spoken to this pupil?	Yes/ No	Are the parents/ carers aware of your concerns?	Yes/ No
What did they say? Use the pupil's own words		Have you spoken to anyone else about your concern?	Yes/ No
Date and time you handed the form to the designated person:	Signature of referrer:	Is this the first time you have been concerned about this pupil?	Yes /No
Further Details (including any action taken)			
Signature of DSL: Date:			

NB: An online SCF is available in the staff hub on firefly

Appendix 2

Staff Code of Conduct

This document applies to all staff employed by the School, teaching and non-teaching. If you have concerns about working practices, or the behaviour of a colleague, that are not being addressed by the School, please refer to the whistle blowing policy in the school's HR manual.

1. Conduct of Staff

The School has a duty to ensure professional behavior applies to relationships between staff and children, and that all members of staff are clear about what constitutes appropriate professional behavior and boundaries.

At all times, members of staff should be aware of the expectations, inherent risks and possible consequences in:

- Working alone with a child;
- Physical interventions;
- Cultural and gender stereotyping;
- Dealing with sensitive information;
- Giving to, and receiving gifts, from children and parents;
- Contacting children through private telephones (including texting) emailing, MSN, or social networking sites;
- Disclosing personal details inappropriately;
- Meeting pupils outside of school hours or school duties;
- Making inappropriate sexual comments;
- Excessive one to one attention beyond the normal requirements of the role;
- Inappropriate sharing of images.

2. What to do if we suspect child abuse (or grooming) is occurring?

If any concerns arise about the inappropriate behaviour of a colleague that may constitute a child abuse or grooming this must be referred directly to the Headmaster who will follow procedures as outlined (see Safeguarding Policy Section 3.4).

If any concerns arise that suggest child abuse or grooming is occurring outside of School. Please refer this to the Deputy Head, Fidelma Kirk, or in the Junior School, Frances Jeffrey (see Safeguarding Policy Section 3.1)

It is against the law for staff to have sexual relations with pupils even if they have reached the age of consent. This would be classed as a breach of trust as we are in a position of responsibility for the pupils in our care.

3. How can we avoid putting ourselves in a difficult position?

3.1 Consider your behaviour from the point of view of an outsider

Sometimes, in trying genuinely to protect or support a pupil, a member of staff may display behaviour that seems abusive or inappropriate to an observer.

Staff need to be able to assess their behaviour in a given situation from the point of view of an outsider - a parent or governor for example and avoid traps they may naïvely create for themselves.

Induction training should cover these issues and help staff gain awareness of how their behaviour may be interpreted and the proper procedures to follow in different situations. Sometimes, "I was just trying to help." isn't a sufficiently good explanation. Staff may have the best of intentions, but those intentions can easily be expressed in a manner that can be seen, by others, as inappropriate.

3.3 Inappropriate language

Sometimes a teacher or a member of staff will try to relate to pupils - usually older children - by adopting their mannerisms and slang, or treating them as peers and sharing inappropriate comments and humour. This is

dangerous. This behaviour does not build an effective relationship with the pupils, despite what the member of staff might believe. It erodes the basis of a professional relationship in which the adult is expected to act objectively in the best interest of the child and blurs the boundary between appropriate and inappropriate behaviour.

In many cases this kind of behaviour is never quite serious enough to lead to a complaint, but it will leave the member of staff in a very vulnerable and difficult position if an allegation of abuse is made against him/her.

3.4 Be a role model

Teachers should be role models. They should not model their behaviour on that of the children, nor should they follow their lead.

It is also important to recognise that over familiarity, or befriending behaviour, can be the start of a grooming process with older pupils.

This code of conduct is designed to make clear it clear that this kind of behaviour is not acceptable. It is an area that will be covered in induction and the behaviour should be addressed by senior management if it is displayed by a member of staff.

3.4 Maintain a professional distance

This applies to physical distance and in terms of your professional relationship with a child or groups of children.

- Maintaining physical distance means that we should consider a pupil's personal space and avoid any unnecessary physical contact. You should not engage in close physical contact, thus hugging pupils is not considered acceptable behaviour, doing so would leave you vulnerable should an allegation be made against you.
- A professional will maintain a professional distance in their relationship with a child and will not reveal anything about their private life except information relevant to the child's learning. For this reason, you should consider carefully what you share with pupils both verbally and how you use social media that could be seen by a pupil or a member of a pupils' family.

3.5 Be aware of one to one situations

One to one situations need to be within secure professional boundaries. This applies both offline and online. See procedures in section 4 below.

4. Are there any specific procedures to follow when working with pupils at Pitsford School?

The School must therefore ensure that it is both difficult for staff to groom pupils, and that members of staff do not put themselves in vulnerable situations. This has to be balanced against correctly looking after our pupils (in loci parentis), and effective teaching/pastoral guidance etc.

Therefore staff must comply with the following practice:

1. In any situation when a member of staff is required to be alone with a pupil, the member of staff must inform the DSLs via email to pupilcontact@pitsfordschool.com with the name of the pupil and date of contact in the subject field, as soon as possible after the event. e.g. a pupil left alone in school after missing the bus. This would also include any situations which are not a normal part of the School routine; e.g. extra one-to-one lessons at lunchtime. It can be assumed that time-tabled lessons, tutorials at tutor time, and short periods at the end of a lesson are OK but even then you may feel that in such one-to-one situations you it may be prudent not to conduct these behind closed doors. One to one music lessons, learning support, coaching etc. should be done where possible at pre-scheduled times with the knowledge of the relevant co-ordinator, always considering the general guidance for safer working practices.
2. Personal electronic contact with pupils; email, MSM, social networks, text messaging etc., is also a potential problem. As useful as these methods are, they are one of the most common ways that grooming occurs. Therefore, in order to protect ourselves, each and every time contact is made with a pupil via these or other methods, again the DSLs must be made aware of how, when and why contact was made. Emails to or from pupils should be copied to pupilcontact@pitsfordschool.com. Staff should not have current pupils as 'friends' or contacts on social media. The only exception to this is for your

own child or close family member but staff should be aware of the implications of their child's use of social media and how their friendship network could inadvertently link to your own.

3. Staff should never accept as friends on social media, any current pupils of the school. Following guidance from the Northamptonshire LADO 'friending' ex-pupils is not allowed. This is in place in this policy from September 2020. We are not asking you to 'defriend' current contacts, though you should consider doing so - as this may mean you are exposed to current pupils' by association and could be at risk yourself. There are similar risks inherent in online social media relationships with parents and you should consider these carefully. If you are approached via social media by an ex-pupil, our advice is to politely decline, explain that the safeguarding policy prohibits contact via personal social media but offer them your school email contact and/or direct them to join the school's social media. As for emails, inadvertent contact via social media, for example through a friend of a friend, tagging and sharing, or a pupil asking to be 'friends' on a social media platform should be logged via pupilcontact@pitsfordschool.com
4. Remote learning and video conferencing may be used when necessary, especially in light of the COVID-19 Crisis. This must only be carried out in accordance with the protocols outlined in the Acceptable Use Policy for Staff and with pupils whose parents have also consented and confirmed that they have read the guidance with their children and agreed.
5. Occasionally a situation may arise when a pupil may compromise your position. For example a pupil hugging you in thanks, or to say goodbye. However innocent, you must avoid this, but if this is not possible report it to pupilcontact@pitsfordschool.com
6. Staff should read and sign the Acceptable Use of Technologies agreement.

The reasoning behind this is that we can continue to do what needs to be done even when it involves being alone with children.

The DSLs will review all instances at least termly. Any pattern that gives cause of concern will be discussed with the Headmaster as soon as possible. If the DSLs have any cause for concern regarding the Headmaster, s/he should approach the Chair of Governors at the earliest opportunity.

5. Communication and information sharing within the school community

When sharing and communicating information about pupils we must have due regard to the relevant data protection principles which govern personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) as well as the specific needs of our setting. Our arrangements regarding day to day handling of pupil information are as follows:

5.1 Electronic communication

All staff should ensure that their behavior and actions do not place themselves or their pupils at risk of harm or of allegations of harm to a pupil.

Staff are advised that electronic communication should at all times be professional.

Use of electronic communication should be safe and secure. Passwords should be suitably robust with a combination of capitals, lower case, numbers and symbols. Passwords should never be shared, and they should be changed regularly.

Personal computer screens should not be left on display, either unattended, in view of a pupil, or via the classroom projector. Please also be mindful of other family members or using your personal computer in public places.

Use of devices and personal equipment

Staff should not use their personal mobile in front of pupils when in school unless in an emergency or necessary school business. Staff should not use personal mobile phones or cameras to take images of children in a school setting or school activity. – Staff can immediately upload photos taken at events to official school social media accounts if so authorised by a member of the SLT but must delete images immediately. A school camera/phone is available from the office. Please note: there are separate rules governing the use of mobile phones and

cameras in the EYFS. Please refer to the EYFS policy. Staff must also be aware of pupils whose parents have not given consent for images to be shared.

Staff should not share their personal mobile phone number with pupils or parents. For trips and visits, staff are asked under normal circumstances to use a school mobile for all communication with pupils and parents

Use of social media

Staff who use social networking sites should ensure that they protect themselves from potential harm by deploying the necessary levels of security on their page. Staff should follow the rules regarding contacts with pupils past and present as outlined above. Colleagues are reminded of the potentially serious consequences for inappropriate use of technologies and the ease at which inappropriate material can reach a wide audience including pupils and parents.

Emailing pupils

Contact between staff and pupils must be through school email and not personal email. This should be about academic or pastoral matters only. The following guidelines must be followed:

- (a) All correspondence must be written in formal style beginning with dear and ending with 'yours sincerely' or 'kind regards.'
- (b) Emails sent to pupils should under normal circumstances be sent during normal school hours (between 8am and 6.30 pm) but certainly no later than 9pm.
- (c) Colleagues must not refer to any other pupil or member of staff in the email unless the individuals have given permission and are copied into the email.
- (d) Colleagues should only email pupils about routine matters and should not display emotion such as anger or displeasure.

Emailing parents

- (a) All correspondence should be written in formal style beginning with dear and ending with 'yours sincerely' or 'kind regards.'
- (b) Colleagues must be mindful of tone, displays of emotion and of any information relating to other pupils or to staff.
- (c) It is good practice to make a draft of a sensitive email and ask another colleague to check it before sending.
- (d) Be aware of email threads that may contain correspondence from other persons. The information may be sensitive. Communication between parents should be two way, unless another member of staff is copied in for practical purposes.

All emails count as data on a pupil. Consider carefully which emails you keep. Emails are school property and can be viewed by School or request by parent/pupil.

Use of SIMs and Teacher Portal

There is a particular need to keep the information on SIMS and Firefly secure. See above for guidelines on passwords and pupil access.

Be particularly mindful of using the teacher portal at home.

5.2 Spoken Communication

- (a) Ensure that any discussion between colleagues about pupils in school that might be deemed sensitive, confidential or upsetting, cannot be overheard by other pupils, parents, or staff who would not normally be privy to this information. Thus be mindful about the location of such conversations, particularly about the content of conversations in the dining hall, in school vehicles or stairwells where pupils near you may overhear. Please be aware of semi-public places such as the School Office or Pitsford Hall.
- (b) Please do not talk about other pupils to parents or pupils beyond routine factual information. Do not offer opinions on other pupils and any information that you would not want repeated.
- (c) Face to face and telephone communication with parents should be logged with detail appropriate to the matter at hand.
- (d) When speaking with pupils either in a classroom setting or outside always maintain a respectful tone, especially in situations where you may be disciplining a child for poor behavior or work. It may be

necessary to arrange another meeting if heightened emotion exists. Consider guidelines for one to one contact and if necessary whether another member of staff should be present. Do not discuss sensitive issues publicly, for example in a whole class situation. Consider the language that you use, for example, criticise the behaviour not the child.

5.3 Notes and written documents

Confidential or sensitive documents should be stored securely and not left lying around where pupils can read them.

6. Confidentiality

Staff have access to, and knowledge of, many different types of confidential information, in the context of their work, and this must be kept confidential. This is especially true in the setting of Pitsford School where a teacher may be friends or social acquaintances with other parents, or indeed be a parent themselves.

7. Discipline

Breaches of the code of conduct that do not meet the threshold for a child protection referral, may however still lead to a member of staff being disciplined internally after an investigation, as described in the disciplinary policy.

Appendix 2: Staff Code of Conduct - Last reviewed and updated: by FMK Aug 2020

Appendix 3

EYFS – Appendix to Whole School Safeguarding Children Policy

The EYFS follows the guiding principles of the whole school Safeguarding Children policy which can be found in the Staff Handbook.

The Statutory Welfare Requirements for the EYFS also require that:

- There is a designated person for EYFS who will notify NSCP of any allegations immediately
- The designated person is **Mrs Rachelle Heard**
- Refresher training for the designated person will be completed every 2 years
- All EYFS staff will receive regular training as appropriate
- All adults working within the EYFS team should be aware of the procedures to be followed in the event of an allegation being made against a member of staff (see main policy and below)
- Concerns will be kept confidential at all times

EYFS staff should keep up to date with child protection issues and relevant legislation to help them be aware of the signs of abuse or neglect and what to do if they have a concern.

Parents must also notify the class teacher of any concerns they have about their child and any accidents, incidents or injuries affecting the child.

Staff will note:

- significant changes in children's behaviour, unexpected bruising or marks or signs of possible abuse
- any comments made which give cause for concern
- deterioration in general wellbeing which causes concern
- signs of neglect

If a child tells a member of staff that they or another child is being abused, staff will follow the whole school Safeguarding Children policy guidelines and also (due to the young age of the child) explain what actions must be taken in a way that is appropriate to the age and understanding of the child.

If an allegation is made against a member of the EYFS team, it should be reported immediately to the Head who will then inform the DO-Designated Officer (as per whole school policy).

Procedures for use of mobile phones and cameras in the EYFS setting:

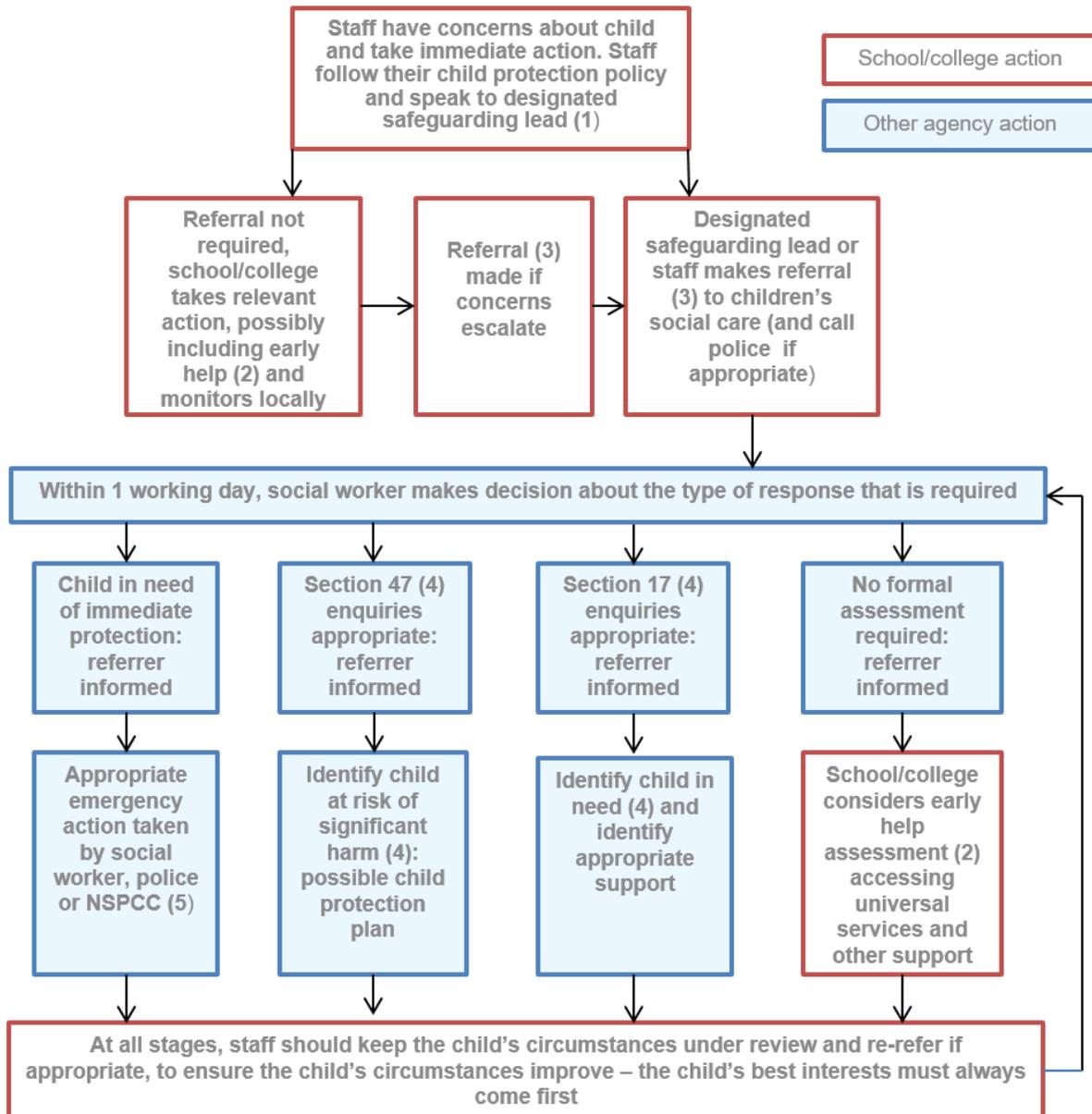
Statutory Framework for the Early Years Foundation Stage. 3.4 Child Protection:

1. Staff use of their own personal mobile within the setting:
 - Staff can only make personal calls when not on duty.
 - If staff are expecting an emergency call, they should either request that the call go through to the office or leave their phone with the office who can take a message and arrange cover for the class if required.
 - Mobile phones must be stored away from pupils and on silent mode
2. The lead member of staff may take their mobile phone on outings for emergency and school/staff contact only.
3. Photography:
 - An annual photo permission form is produced for parents as per the whole school use of images of pupils policy.
 - Images of children are taken for purposes as described in the whole school use of images of pupils policy.

- In addition, children in the EYFS setting will have their photographs taken to provide evidence of their achievements for developmental records. A school camera or I pad will be used.
 - Only members of staff teaching the children are allowed to take photographs of the children in lessons unless permission has been granted by the Head or Deputy.
 - Images taken by staff for evidence of their achievement purposes will be stored only on the school system which is password protected.
4. Parents use of their mobiles in the setting:
- Parents are not allowed to use their mobile phones inside the classroom or outside play area.
 - Parents should not take photos on their phone of any children (including their own) inside the classroom or outside play area. See whole school policy for rules regarding special events such as sports day, etc.
5. Children are not allowed to bring their own phones to the setting.

Reviewed by Mrs Rachelle Heard August 2020 – no changes

Actions where there are concerns about a child



Appendix 5: Guidance and other Information (*Links and Information checked by FMK 17/8/20*)*

- *If any link is unresponsive or other information is needed go to Annex A of KCSIE2020 which has lots of links for information and referrals.*

Telephone Numbers and emails:

Northamptonshire Local Safeguarding Children Partnership	03001261000 www.northamptonshirescb.org.uk
DfE dedicated helpline for staff and governors	02073407264
Prevent advice	counter-extremism@education.gsi.gov.uk
The Female Genital Mutilation Helpline	0800 028 3550
FGM Email	fgmhelp@nspcc.org.uk
Designated Officer (LADO)	Designated Officer Administrator - 01604 364031 Designated Officer Andy Smith - 01604 367862 AndSmith@childrenfirstnorthamptonshire.co.uk Designated Officer Christine York - 01604 362633 CYork@childrenfirstnorthamptonshire.co.uk
Pitsford School Counselling Service	0117 934 2121
NSPCC whistleblowing helpline or email	08000280285 help@nspcc.org.uk
The Female Genital Mutilation Helpline	0800 028 3550

Useful Websites:

CAPE (Child Protection in Education)	www.cape.org.uk
General safety	www.ceop.gov.uk
Bullying & child abuse	www.anti-bullyingalliance.org www.kidscape.org.uk www.childline.org.uk www.nspcc.org.uk https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Internet Safety	www.thinkuknow.co.uk www.childnet-int.org
Forced Marriage	www.fco.gov.uk/forcedmarriage
Disrespect Nobody Campaign	https://www.disrespectnobody.co.uk/
Educate against Hate – Information on radicalism and extremism	https://educateagainsthate.com/

Guidance documents

Information Sharing: Advice for Practitioners	https://www.gov.uk/government/publications/safeguarding-
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Providing Safeguarding Services to Children, Young People, Parents and Carers	practitioners-information-sharing-advice
Data Protection Toolkit	https://www.gov.uk/government/publications/data-protection-toolkit-for-schools
Keeping Children Safe in Education Guidance	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
Northamptonshire Safeguarding Procedures Manual	www.northamptonshirescb.proceduresonline.com
Prevent Duty Guidance	https://www.gov.uk/government/publications/prevent-duty-guidance
Thresholds and Pathways	http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Documents/NCC114615_Thresholds%20and%20Pathways%20June%202014_AW3.pdf
Toolkits for schools – a range of support tools for assessing thresholds for neglect, Drug abuse, CSE and other. This site is constantly updated	www.northamptonshirescb.org.uk/schools/toolkits-docs-schools/toolkits-schools/
UK Council for Child Internet Safety in Schools	https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis
Working Together to Safeguard Children (July 2018)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Children_-_Guide.pdf
What to do if You're Worried a Child is Being Abused: Advice for Practitioners.	https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2

Training

Prevent duty training for schools	https://www.elearning.prevent.homeoffice.gov.uk/
Channel General Awareness training module (All staff 2016)	NB: This training is no longer available
Seen and Heard - Child Sexual Exploitation video and elearning. Registration needed. (Whole School Awareness 2018)	https://www.seenandheard.org.uk/
A whole range of free online training resources is available at:	https://herefordshiresafeguardingboards.org.uk/training/free-online-awareness-training/

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. This provision continues across all year groups.

From the week commencing 1 June, we were asked to welcome back more children to early years, Year One and Year 6 in line with ongoing safety advice and appropriate updates. From 15 June we also have permission to host small groups from years 10 and 12. This policy recognises the changing nature of how we will be asked to operate and is designed to respond to the dynamic need of the school as we begin the process of a phased reopening.

This policy addition was updated to adhere to safeguarding guidance provided on May 20th 2020 to support schools plan for this phased return. It remains here as an appendix as the guiding principles remain as we welcome back all cohorts in September 2020 – and in January 2021 as we re-enter lockdown.

We will be adapting our procedures to achieve the groupings and safety procedures necessary and this will be dependent on class numbers, classroom sizes, ages and needs of the children and availability of teachers/staff to supervise the groups. Regardless of the person supervising the groups, the primary support/key worker for the child will be the tutor in the senior school and the class teacher in the junior school. **Further information regarding our arrangements can be found in our risk assessments which are available on request.**

The safeguarding principles to protect our children from harm and abuse will remain broadly the same and this update should be read in conjunction with our Full Safeguarding Policy that is based on KCSIE September 2020 and can be found on the school website.

This addendum of the Pitsford School Safeguarding Policy contains details of our individual safeguarding arrangements in the following areas:

1. Key contacts
2. Vulnerable children
3. Attendance monitoring
4. Designated Safeguarding Lead
5. Reporting a concern
6. Recording, storing and monitoring and sharing information
7. Safeguarding Training and induction
8. Safer recruitment/volunteers and movement of staff
9. Mental Health
10. Online safety in schools and colleges

Fidelma Kirk	Designated Safeguarding Lead	fkirk@pitsfordschool.com
Charlotte King	Deputy Designated Safeguarding Lead	cking@pitsfordschool.com
Rachelle Heard	Deputy Designated Safeguarding Lead	rheard@pitsfordschool.com

11. Children and online safety away from school

12. Supporting children not in school

13. Supporting children in school

14. Peer-on-Peer Abuse

15. test, Track, trace and isolate

16. Guidance

1. Key contacts

Staff requiring any guidance and support with issues about coronavirus (COVID-19) relating to schools can call the DfE coronavirus helpline on 0800 046 8687: Lines are open from 8am to 6pm, Monday to Friday, and 10am to 4pm at weekends.

2. Vulnerable children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Senior leaders, especially the DSL (and DDSL) know who our most vulnerable children are. Teachers should be aware that we may notice new safeguarding concerns when pupils return to school. We may also have new concerns from our experience of working with families through remote learning. We have the flexibility to offer a place to those on the edge of receiving children's social care support. Pitsford School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Fidelma Kirk (DSL). There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the School will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

3. Attendance monitoring

We are required to resume taking the attendance register on SIMS from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. This is to be done by 12 noon.

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-foreducational-settings>

Parents and carers will not be penalised if their child does not attend educational provision in school, despite it being open to specific year groups. Vulnerable children in the categories listed above are expected to attend unless shielding or clinically vulnerable.

Pitsford School will continue to carry out a virtual attendance register of pupils receiving schooling at home throughout the period of remote learning. This is daily via procedures set out in the remote learning policy. We will follow up in the normal way by phone call and email as part of our duty of care.

To support the above, the School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the School through the DSLs will notify their social worker.

4. Designated Safeguarding Lead (DSL)

Pitsford School has three Designated Safeguarding Lead (DSL) - see above for contact details.

The optimal scenario is to have a trained DSL (or DDSL) available on-site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. All DSLs live a short drive from school.

Where a trained DSL (or DDSL) is not on-site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on-site.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. The DSL will share updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the School's Safeguarding Policy. Staff are reminded of the need to report any concern immediately and without delay. An online safeguarding concern form is available on the staff dashboard on firefly. This online SCF is identical to its paper equivalent. As per our usual procedure this form should be accompanied by an email to inform the DSLs that the referral has been made.

It is particularly important that where our school body is divided, with some children and teachers both in and out of the school premises, that our procedures are followed robustly. New safeguarding concerns are likely as children return, and pre-existing concerns may have been less obvious or have altered during school closure. Thus we should not assume that someone else will raise a concern. If a member of staff is sufficiently concerned about a child's wellbeing, they should complete and SCF, not just raise an email.

Where staff are concerned about an adult working with children in the School, they should refer their concern directly to the Head. If there is a requirement to make a notification to the Head whilst away from school, this should be done verbally and followed up with an email to the Head.

Concerns around the Head should be directed to the Chair of Governors: Mr Alisdair Tait.

6. Recording, sharing and monitoring information

The school continues to ensure relevant safeguarding and welfare information held on all children (including returning children) remains accurate. Pitsford School (led by the DSLs) will do all we reasonably can to ask parents and carers to advise us of any changes regarding welfare, health and wellbeing that we should be aware of before a child returns. Pitsford School will regularly prompt staff to remind them of their duty to report official concerns in a timely manner. Usual procedures will be followed if children move to or from Pitsford school during this period of phased return.

Staff referrals made online via firefly will be printed, recorded and stored as per usual procedure in the Child Protection File. These will be monitored as per the usual procedure. The online form will be deleted once the form has been safely secured.

7. Safeguarding Training and induction

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education and Annex A (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the School, they will continue to be provided with a safeguarding induction by one of the DSLs.

If staff are deployed from another education or children's workforce setting on a temporary basis to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of Pitsford School's Safeguarding Policy, confirmation of local processes and confirmation of DSL arrangements and any other information/training relevant on a case by case basis.

8. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in Part 3 of Keeping Children Safe in Education (2019).

There is no requirement for a new DBS to take place where a teacher has been out of regulated activity as a result of COVID-19.

Where Pitsford School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging unregulated activity. As such, Pitsford School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. Mental Health

Pitsford School recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Staff should recognise that children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, may display need of support and follow our safeguarding concern procedures.

Useful guidance to help teachers to identify children who might need additional support, and to put this support in place can be found at

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

The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. Staff should be aware of pupils being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils in the current circumstances can include our existing support networks in school or over the phone for those children still not physically in school. Tutors, Form Teacher are usually first port of call, other key pastoral staff can also be called and if needed, specialist support services in the community.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. The department has provided separate guidance on remote learning practices: <https://www.gov.uk/guidance/remote-education-practice-for-schools-during-coronavirus-covid-19>

Our teens have been signposted to:

Kooth Teenage Mental Health Online <https://www.kooth.com/>

Northampton Charity: The Lowdown <http://thelowdown.info/>

10. Online safety

Where students are using computers in school, appropriate supervision will be in place. The starting point for online teaching should be the same principles as set out in our Staff code of Conduct. All staff have signed an acceptable use of technologies agreement, and parents have agreed that they have read the policy with their child. The policy applies equally to any existing or new online and distance learning arrangements which are introduced. Our Remote Learning Policy is on firefly and sets out our framework for this. Our Online Safety Policy lays out the detail that underpins this.

The school will continue to provide a safe environment online. this includes an online filtering system.

11. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Pitsford School's Staff Code of conduct and additional guidance set out in Remote Learning Policy.

The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- The live class should be recorded at all times, so that if any issues were to arise, the video can be reviewed

- Groups only. 1:1s should be avoided and can only occur if you have requested and obtained specific consent from a parent; a record of this should be sent to pupilcontact@pitsfordschool.com
- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas
- Language must be professional and appropriate, including any family members in the background
- Staff must follow the guidance outlined in the remote learning policy and the specific instructions regarding procedures for safe Zoom conferencing. This includes use of password, meeting ID, only inviting pupils from within Firefly, and recording and logging Zoom meetings as per our procedures.

12. Supporting children not in school

The School is committed to ensuring the safety and wellbeing of all its pupils.

Where the DSL has identified a child or young person to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

All children will have regular contact with tutors as per guidance set out in the remote learning policy - this includes a scheduled live tutorial once per week in the senior school.

The School will share safeguarding messages on its website and social media pages.

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Pitsford School need to be aware of this in setting expectations of pupils' work where they are at home.

13. Supporting children in school

Pitsford School is committed to ensuring the safety and wellbeing of all its pupils. We must be particularly aware of new concerns that may become apparent as pupils return to school and acting quickly to address those concerns.

The School will continue to be a safe space for all children to attend and flourish. The Head of each part of the School will ensure that appropriate staff are on-site and staff to pupil ratio numbers are appropriate, to maximise safety.

The School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

The School will ensure that where we care for children of critical workers and vulnerable children onsite, we ensure appropriate support is in place for them.

Where the School has concerns about the impact of staff absence – such as our Designated Safeguarding Leads or first aiders – we will discuss them immediately with our Governors.

14. Peer-on-Peer Abuse

Pitsford School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer-on-peer abuse, they will follow the principles as set out in Part 5 of KCSIE and of those outlined within the School's Safeguarding Policy.

The School will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded as per usual procedures and appropriate referrals made. To facilitate this an online referral form is available via Firefly. A revised process may be required for managing any report of such abuse and to support victims, this will be discussed to suit the case and context .

15. Track, trace, isolation and testing.

As well as the schools responsibilities to track, trace and isolate, procedures are now in place to test members of the school community. These procedures are outlined in letters send to parents and staff, this includes the relevant consent forms.

16. Guidance for Children, Parents and teachers.

Regular pastoral updates are made to parents, pupils and teachers regarding support for children and families. This is done through letters, links on the Firefly Dashboard, Signposting in tutor time and via notices in the 'Daily' our morning registration and information bulletin:

Specifically for children:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

Specifically for Parents and Carers

- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government publications:

- support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls