



# Keeping Children Safe in Education

## Child Protection and Safeguarding Policy

### ***Safeguarding is everyone's responsibility***

- This policy was developed and adopted on: 17 November 2016
- The policy will be reviewed on: 6 October 2017
- The Designated Safeguarding Lead (DSL) is: Richard Gambier
- The Deputy Designated Safeguarding Lead (DDSL) is: Lisa Pearce
- The name of the Designated Teacher for Children in Care is: Lisa Pearce
- The Single Point of Contact (SPOC) for the Prevent agenda is: Richard Gambier
- The Child Sexual Exploitation Lead is: Richard Gambier
- The named Safeguarding Governor is: Helen Turner

This policy is based on the template sent to schools by CAPH (Cornwall Association of Primary Heads) in November 2016. It was written on behalf of CAPH by Helen Trelease (Independent Safeguarding Trainer and Advisor). **Revision date October 2016.**

### **Appendices:**

- Appendix A:** Signs and Indicators of abuse
- Appendix B:** Managing a Disclosure of Abuse
- Appendix C:** Procedures if an allegation is made against a member of staff
- Appendix D:** Key Roles and Responsibilities
- Appendix E:** Key messages from Serious Case Reviews

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## **1. Introduction and Context:**

### **1.1 Our responsibilities**

**Section 175 of the Education Act 2002** places a duty on local authorities in relation to their education functions, the governing bodies of maintained schools and the governing bodies of further education institutions (which include sixth-form colleges) to exercise their functions with a view of safeguarding and promoting the welfare of children who are either pupils at a school or who are students under 18 years of age attending further education institutions.

The same duty applies to independent schools (which include academies and free schools) by virtue of regulations made under Section 157 of this Act.

In order to fulfil their duty under Sections 157 and 175 of the Education Act 2002, all educational settings to whom the duty applies, should have in place arrangements that reflect the importance of safeguarding and promoting the welfare of children.

All schools should give effect to their duty to safeguard and promote the welfare of their pupils under the Education Act 2002 and, where appropriate, under the Children Act 1989 by:

- Creating and maintaining a safe learning environment for children and young people
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

This policy develops procedures and good practice within our school, to ensure that there is an understanding of the duty to safeguard and promote the welfare of all children and young people including those who are vulnerable. We endeavor to provide a safe and welcoming environment where children and young people are respected and feel valued. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

This policy has been read by all staff and signed to the effect that they have read and understood it.

The policy will be accessible to all visitors to the school, parents and carers through the schools website and hard copies are available from the school office and in the Staffroom Safeguarding File.

### **1.2 Meeting your communication needs**

We want to ensure that your needs are met. If you would like this information in audio type, in Braille, large print, any other format or interpreted in a language other than English please inform the Designated Safeguarding Lead.

### **1.3 Terminology**

- **Child** includes everyone under the age of 18 years old.

- **All staff** – refers to all those staff working for or on behalf of the school, full time or part time, permanent or temporary, in either a paid or voluntary capacity.
- **Parent** – refers to birth parents and other adults in a parenting role, for example step parents, foster carers, and adoptive parents, any other person(s) who have legal parental responsibility for a child.
- **Governing Body** – refers to all forms of governance within a multi academy trust, academy or maintained school.
- **Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

#### 1.4 Acronyms used in this policy:

- **DSL** Designated Safeguarding Lead
- **DDSL** Deputy Designated Safeguarding Lead
- **MARU** Multi Agency Referral Unit
- **CSE** Child Sexual Exploitation
- **FGM** Female Genital Mutilation
- **KCSIE** Keeping Children Safe in Education (Revised 5<sup>th</sup> September 2016)
- **CIOS SCB** Cornwall Isles of Scilly Safeguarding Children Board
- **LADO** Local Authority Designated Officer

#### 1.5 Key Documents:

The school's *Child Protection and Safeguarding Policy* is an overarching document and should be read in conjunction with the following publications, guidance and information:

***Working Together to Safeguard Children (2015)***

This is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

The guidance is available via the following link:

<http://www.workingtogetheronline.co.uk/index.html>

***Keeping Children Safe in Education (Sept 2016)***

This is the statutory guidance for Schools and Colleges.

The guidance is available via the following link:

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

***What to do if worried a child is being Abused: Advice for Practitioner***

(March 2015)

The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

***Information Sharing: Advice for Practitioners providing Safeguarding Services to Children, Young People, Parents and Carers*** (March 2015)

The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419628/Information\\_sharing\\_advice\\_safeguarding\\_practitioners.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419628/Information_sharing_advice_safeguarding_practitioners.pdf)

***The Prevent Duty Departmental, advice for Schools and child care providers***

(June 2015)

The guidance is available via the following link:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

***Multi agency Statutory Guidance on Female Genital Mutilation***

(pages 59-61 focus on schools).

The guidance is available via the following link:

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>

***Children Missing Education – Statutory guidance for local authorities***

(September 2016)

The guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)

***Multi agency Statutory Guidance for dealing with Forced Marriage***

(July 2016)

This guidance is available via the following link:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTIAGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTIAGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

***Child Sexual Exploitation***

Further guidance is available via the following link:

<http://www.safechildren-cios.co.uk/health-and-social-care/childrens-services/cornwall-and-isles-of-scilly-safeguarding-children-board/safeguarding-topics/child-sexual-exploitation-and-missing-children/>

***Guidance for Safer Working Practice for those working with Children and Young People in Education settings*** (2015)

This guidance is available via the following link:

<http://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Additional information has been included from Somerset County Council Exemplar Safeguarding Policy (September 2016) and Derbyshire County Council Exemplar Safeguarding Policy (October 2016).

Furthermore, we will follow the procedures set out by:

**South West Child Protection Procedures** [www.swcpp.org.uk](http://www.swcpp.org.uk)

**Cornwall and the Isles of Scilly Safeguarding Children Board**

[www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)

In accordance with the above procedures, Marlborough School carries out an annual audit of its Safeguarding provision (S175 Safeguarding Audit, requirement of the Education Act 2002 & 2006) and sends a copy to the Local Authority from which a report is submitted to Cornwall and Isles of Scilly Safeguarding Children Board.

This policy should also be read in conjunction with the following policies or appendices linked to safeguarding within the school:

- ***Behaviour and Anti-bullying***
- ***e-safety/online (including – for staff – acceptable user agreements)***
- ***Health and Safety***
- ***Visits and Visitors***
- ***Management***
- ***Confidentiality***
- ***Safer Recruitment***
- ***Whistleblowing***
- ***Equality and diversity***
- ***Physical Interventions and Intimate Care***
- ***First Aid (including management of medical conditions)***
- ***Medicines in School***

## **2: Our Principles:**

The purpose of this policy is to provide a secure framework for all staff in safeguarding and promoting the welfare of those pupils who attend our school. Our school recognises that the safety and welfare of children is paramount and that we have a responsibility to protect children in all of our schools activities. We take all reasonable steps to ensure, through appropriate procedures and training, that all children, irrespective of sex, age, disability, race, religion or belief, sexual identity or social status, are protected from abuse. We seek to:

- Create a safe and welcoming environment where children can develop their skills and confidence.
- Support and encourage other groups and organisations to implement similar policies.
- Recognise that safeguarding children is the responsibility of everyone, not just those who work with children.
- Ensure that any training or events are managed to the highest possible safety standards.
- Review ways of working to incorporate best practice, including the regular review and update of this policy to reflect current best practice and Government expectations.
- Treat all children with respect regardless of gender, disability, racial heritage, religious belief, sexual orientation or identity.
- Carefully recruit and select all employees, contractors and volunteers.
- Respond swiftly and appropriately to all complaints and concerns about poor practice or suspected or actual child abuse.
- Share information about concerns with agencies who need to know, and involving parents and children appropriately.
- Our school maintains an attitude of 'it could happen here' at all times.

### **2.1 Key elements to this policy:**

- Establishing positive, supportive, secure working practices that put children first.
- Ensuring we practice safer recruitment in checking the suitability of all staff who work in our school.
- Keeping child protection issues at the forefront of our work and know who in the school the DSL is.
- Ensuring that all staff implement procedures for identifying and reporting cases, or suspected cases of abuse and regularly reviews them.



- Supporting children and young people in accordance with his/her agreed child protection plan.
- We will follow the procedures set out by the CIOS SCB and take account of all guidance issued by the DfE, OfSTED and other significant bodies.
- Ensure we have a DSL and a Deputy who have received appropriate training and support for their role (see training section).
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences, if appropriate.
- Keep written, dated and signed records of concerns about “vulnerable” children including chronologies, even where there is no need to refer the matter immediately. This includes the use of any screening tool that aids identification of Child Sexual Exploitation (CSE), Radicalisation, Female Genital Mutilation (FGM), on-line use or other such issues and that such records are securely placed.
- Follow procedures where an allegation is made against a member of staff and that such procedures are robust to deal with any allegation and that clear records of investigations and outcomes of allegations are held on staff files.
- Risk-assess any off-site activity, led by the school.

### 3. Early Help:

There are situations which may occur in a family's life where they may benefit from additional support that cannot be provided solely by universal services.

These can include when a child:

- is disabled and has specific additional needs.
- has special educational needs.
- is a young carer.
- is showing signs of engaging in anti-social or criminal behaviour.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health, domestic violence;
- is showing early signs of abuse and/or neglect.
- is showing signs of displaying behaviour or views that are considered to be extreme.

These children are therefore more vulnerable; this School identifies who the vulnerable children are, ensuring **ALL** Staff and Governors know the processes to secure advice, help and support where needed. In the first instance a discussion should take place with the DSL and a record kept of this discussion. If further advice is needed or the school wishes to make a referral then they would contact the Early Help Hub.

Additional guidance can also be accessed by using the CloSSCB multi agency threshold document. This guidance is available via the following link:

<http://www.safechildren-cios.co.uk/media/18591641/multi-agency-threshold-guidance.pdf>

Within Cornwall the **Early Help Hub** is the first point of contact when considering additional support for children and their families.

- Support is provided: from pre-birth to the age of 18 (or 25 when the young person has additional needs) when the child, young person or family has needs that are not met solely by universal services.
- It is single point of access for professionals, families and young people to access Early Help Services in Cornwall.
- The triage team decides which Early Help service best meets the needs identified in the request for help. It is then allocated to the appropriate service within 48 hrs.

#### Contact details:

- Telephone: 01872 322277
- Email: [earlyhelphub@cornwall.gov.uk](mailto:earlyhelphub@cornwall.gov.uk)
- Website: [www.cornwall.gov.uk/earlyhelphub](http://www.cornwall.gov.uk/earlyhelphub)

#### **4. Child Abuse:**

There are four types of child abuse as defined in Working Together to Safeguard Children (2015):

##### **4.1: Physical Abuse**

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

##### **4.2: Emotional Abuse**

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone.

##### **4.3: 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 or non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males; women can also commit acts of sexual abuse, as can other children.

##### **4.4: Neglect**

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

It may include a failure to:

- Provide adequate food, clothing and shelter.
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

If you are to refer a child or young person because of possible neglect, always check back to see if there have been any previous concerns. The Children Act 1989 talks about how the persistent

neglect of very basic needs is likely to cause impairment in the child or young person's development.

Signs and Indicators which may assist in the identification of some forms of abuse can be found in Appendix A.

#### **4.5: Bullying**

Bullying and forms of bullying including prejudice-based and cyber bullying is also abusive which will include at least one, if not two, three or all four, of the defined categories of abuse. Bullying within school is covered under the school's Manners and Bullying Policy (Managing Bullying annex) where a list of indicators of bullying is given. Any signs and symptoms may give evidence of bullying in settings outside of school and staff members need to be aware of this. The Managing Bullying document provides information of provides information and contact details for Help Organisations.

### **5: Reporting your concerns:**

#### **5.1: General Principles**

In the first instance, if a member of staff has a concern about a child, he or she should report this immediately to the DSL.

The DSL may well have information that others members of staff do not know about a child and their family. Staff should be told on a 'need to know basis' (see confidentiality Section 7).

However insignificant you think your concern might be pass it on to your DSL. It may only be a small bit of information but it helps to form a bigger picture.

If the DSL is not available then speak to the DSL.

#### **5.2 If the DSL/DSLCL are not available**

If there is an immediate concern about a child or their family any member of staff can phone the MARU for advice and guidance if the DSL/DSLCL are not available.

Contact details – MARU:	0300 123116
If the concerns arise out of office hours contact:	01208 251300

If you are unsure you can contact MARU for advice and guidance.

#### **5.3 Contacting MARU (for advice or when making a referral)**

Ensure that you have as much factual information about the child as possible when you phone, including:

- Full name
- DOB
- Address
- Family composition details (including names of parent(s) and siblings)
- Any key professionals working with the school
- Factual information about the concerns you have

## **5.4 Making a referral in writing:**

You will need to back any phone call up in writing by completing the multi-agency referral form. This is available from the CIOS SCB website [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk). You must then send it in by secure email which is clearly highlighted on the referral form:

<https://www.cornwall.gov.uk/media/20401433/cornwall-inter-agency-referral-form.doc>

**MARU Secure email:** [multiagencyreferralunit@cornwall.gcsx.gov.uk](mailto:multiagencyreferralunit@cornwall.gcsx.gov.uk)

## **5.5 Informing Parents**

Schools should ensure they have spoken to the family about their concerns and proposed actions unless to do so would place the child at risk or when in exceptional circumstances; the decision not to inform parents/carers must be justified and the details recorded. If a child makes a disclosure or presents with an injury, it is imperative that advice is sought immediately prior to the child returning home and as soon as the school become aware of this.

## **5.6 Resolution of Professional Differences**

In the event that the school disagree with the actions or decisions of another agency we will consider using the Resolution of Professional Differences policy also referred to as the escalation policy. The policy is available via the following link:

<http://www.safechildren-cios.co.uk/media/18591637/conflict-resolution-policy-resolving-professional-differences-and-flowchart.pdf>

## **5.7 If the Child/Family are already known to Social Care**

When a member of Staff, parent, practitioner, or another person has concerns for a child, and if the school are aware that the case is already open to social care then he or she should contact the allocated worker. If you do not know the name of the worker you can contact MARU who will provide contact details of the worker and/or his/her manager.

## 6. **Specific Safeguarding Issues:**

There are specific issues that have become critical issues in Safeguarding with which the school endeavours to ensure **ALL** Staff and Governors are familiar and to have processes in place to identify, report and monitor – these are included within some teaching programmes and activities:

- Bullying including cyber bullying
- Child Sexual Exploitation (CSE)
- Domestic Violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and Youth Violence
- Gender based violence/Violence against women and girls (VAWG)
- Hate
- Mental Health
- Private Fostering
- Preventing Radicalisation
- Online abuse/Sexting
- Teenage Relationship abuse
- Trafficking
- Missing children and vulnerable adults
- Child sexual abuse within the family
- Poor parenting, particularly in relation to babies and young children

Schools and Colleges can access broad government guidance on the issues listed above via <https://www.gov.uk/government/organisations/department-for-education> and local procedures and strategies are available through [www.safechildren-cios.co.uk](http://www.safechildren-cios.co.uk)

Marlborough School incorporates signs of abuse and specific safeguarding issues into briefings, staff induction training, and ongoing development training to all Staff and Governors. Annex A of KCSIE (September 2016) provides more detail on the following:

### **6.1: Child Sexual Exploitation (CSE)**

“Child sexual exploitation” is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point’. (KCSIE September 2016)

All suspected or actual cases of CSE are a Safeguarding concern in which Child Protection procedures must be followed; this will include a referral to MARU and, where the risk is immediate, to the police. If any staff member is concerned about a pupil, he or she must refer to the Designated Safeguarding Lead/s and the CSE lead within the School.

In addition the school would need to access the CSE tool kit on the South West Child Protection Procedures website. [www.swcpp.org.uk](http://www.swcpp.org.uk)

Potential indicators of CSE are contained within Appendix A.

## 6.2 Radicalisation/PREVENT

Marlborough School ensures **ALL** staff including governors adhere to their duties in the Prevent guidance 2015 to prevent radicalization (<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>)

The headteacher and Chair of Governors:

- establish or use existing mechanisms for understanding the risk of extremism
- ensure staff understand the risk and build capabilities to deal with issues arising
- communicate the importance of the duty
- ensure **All** Staff and Governors implement the duty
- ensure the risks of Radicalisation are referred to within all relevant policies including visitors anti bullying and e-safety.

Marlborough School responds to any concern about Radicalisation/Prevent as a Safeguarding concern and reports in the usual way, using local safeguarding procedures. We seek to work in partnership, undertaking risk assessments where appropriate and proportionate to risk, building our children's resilience to radicalisation.

When reviewing our PREVENT duties we would consider the guidance contained on the safer Cornwall website: <http://safercornwall.co.uk/preventing-crime/preventing-violent-extremism/>

What can we do to help our children understand these issues and help protect them?

Provide a safe space for them to debate controversial issues.

- Help them to build resilience and the critical thinking they need to be able to challenge extremist arguments.
- Give them confidence to explore different perspectives, question, and challenge.
- The school is committed to providing effective filtering systems and this will include monitoring the activities of children when on-line in the school. We follow the guidance set out in Annex C (KCSIE September 2016) Please refer to Marlborough's e-safety policy.

All staff should, in the first instance, contact the SPOC (Single Point of Contact) within the Marlborough School with any concerns.

## **Additional contact details:**

Concerns can be discussed with the Prevent Lead for Cornwall: Steve Rowell  
email: [prevent@cornwall.gov.uk](mailto:prevent@cornwall.gov.uk)

MARU can also be contacted for advice: **0300 1231 116**

Emergency Out of Hours Tel No: **01208 251300**

If immediate and serious concerns call the police on **999**

### **6.3 Female Genital Mutilation (FGM)**

Marlborough School recognises and understands that there is now a mandatory reporting duty for all teachers to report to the police where it is believed an act of FGM has been carried out on a girl under 18 in the UK. Failure to do so may result in legal/disciplinary action being taken.

All suspected or actual cases of FGM are a Safeguarding concern in which safeguarding procedures will be followed; this includes a referral to the police and to Children's Social Care via MARU. If any staff member is concerned about a pupil, he or she must refer to the Safeguarding Designated Lead/s within the School unless there is a good reason not to do so.

Potential indicators of FGM are contained within Appendix A.

### **6.4 Peer on Peer Abuse**

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. The reasons for this are complex and are often multi-faceted. We understand that we need as a school to have clear mechanisms and procedures in place to identify and report incidents or concerns. We aim to reduce this behaviour and any related incidents with an expectation to eliminate this conduct in the school.

Peer on peer abuse is a Safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures. This will involve in the first instance having a conversation with MARU.

Peer on peer is most likely to include, but may not be limited to:

- language seen as derogatory, demeaning and/or inflammatory
- bullying, including cyberbullying
- gender based violence
- sexual assaults and harassment
- sexting

We are working hard as a school to be proactive and to challenge this type of abuse. We aim to use approaches in the curriculum to address and tackle peer on peer abuse.

Please refer to Marlborough's Behaviour (Managing Bullying), Equality and Diversity, eSafety policies.



## **6.5 Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges.

Malborough School recognises that additional barriers can exist when identifying abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

The individual needs of every special educational needs or disabled child will be reviewed regularly and consideration given to any additional vulnerabilities they may have which could lead to safety and welfare concerns arising.

Should any concerns arise in relation to any child in relation to their safety and welfare Malborough School follows the same procedures as outlined within this policy and liaises with the DSL initially.

## **6.6 eSafety**

Mobile phones, laptops, iPads, and other on-line type products are integrated into all our lives. Many are used within our school. However, there are those that seek to use these for their own or others gratification. The link below provides more information on on-line safety and covers issues such as:

- bullying, including online bullying and prejudice-based bullying, racialization and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example sexting.

<http://swgfl.org.uk/news/News/E-Safety/Making-Sense-of-the-New-Online-Safety-Standards>

Malborough School takes online safety very seriously both in terms of our pupils and all of our staff. Please also refer to the school's eSafety policy and the acceptable user annex for staff.

### **6.6.1 Filtering**

Malborough School is adhering to the guidance within the revised KCSIE (September 2016) Annex C and this is reflected within our eSafety policy.

## **6.7 Domestic Abuse**

Domestic abuse may take many forms. Witnessing the physical and emotional suffering of a parent may cause considerable distress to children and both the physical assaults and psychological abuse suffered by adult victims who experience domestic abuse can have a

negative impact on their ability to look after their children. Children can still suffer the effects of domestic abuse, even if they do not witness the incidents directly. However in up to 90% of incidents involving domestic violence where children reside in the home, the children are in the same or the next room. Children's exposure to parental conflict, even where violence is not present, can lead to serious anxiety and distress among children. Children can see school as a safe retreat from problems at home or alternatively not attend school through a perceived need to be at home to protect abused parents or siblings.

Domestic abuse can therefore have a damaging effect on a child's health, educational attainment and emotional well-being and development. The potential scale of the impact on children is not always easy to assess but may manifest itself as behavioural, emotional or social difficulties, including poor self-esteem, withdrawal, absenteeism, adult-child conflict. Children sometimes disclose what is happening or may be reluctant to do so hoping that someone will realise something is wrong.

## **6.8 Children Missing Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL monitors absence and takes appropriate action including notifying the local authority and following local procedures, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

### **6.8.1: EHE- Elective Home Education**

When appropriate we advise the Local Authority of children who leave our school to be electively home educated at the earliest opportunity.

### **6.8.2: Reduced Time Tables**

Should a reduced time table be instigated or be necessary, guidance will be reviewed with the aim the child returns to school full time at the earliest moment or other provision sought to ensure the child/ young person has their full entitlement.

## **6.9. Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. KCSIE (revised September 2016) A designated children in care lead has been appointed from the senior leadership team. In Marlborough School this person is currently Lisa Pearce.

The designated child in care lead will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. She is also responsible for ensuring that they also have information about the child's care arrangements and the levels of authority delegated to the carer by the local authority looking after him/her. The designated children in care lead will have details of the child's social worker. They will have drawn up an

individual education plan in consultation with the children in care education support service (CICESS).

The designated child in care lead will attend regular training/briefings provided by Cornwall Council regardless of whether there are currently children within the school who are in care.

### **6.10 Young Carers**

As a school we recognise the needs of young carers in that they can be more vulnerable or placed at risk. We aim to be able to identify young carers and ensure they are supported to help reach their potential with an understanding that staff and volunteers may need to refer into early help services for an assessment of their needs via the Early Help Hub.

### **6.11 Forced Marriage**

The UK Government describe this as taking someone, usually overseas, to force them to marry (whether or not the **forced marriage** takes place) or marrying someone who lacks the mental capacity to consent to the marriage (Coercion may include physical, psychological, financial, sexual and emotional pressure). It may also involve physical or sexual violence and abuse. However the choice of whether or not to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England.

**ALL** Staff should be particularly alert to suspicions or concerns raised by a pupil. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

If at any time the school had a concern regarding a child who this may apply too immediate contact will be made with **MARU** for guidance and advice.

### **6.12 Private Fostering**

A private fostering arrangement is when a child is cared for consecutively for 28 days or longer by someone who is not a member of that child's immediate family. In such a case the local authority should be informed.

If the school are aware of such an arrangement being in place they must advise the family that the school have a responsibility to inform the local authority and encourage the family to advise the local authority themselves.

Advice or a referral can be made via MARU.

## **7. Confidentiality and Information Sharing:**

Confidentiality needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. No adult must ever guarantee confidentiality to any individual including parents, children and colleagues. Staff should make children aware that if they disclose information that may be harmful to themselves or others, then certain actions will need to be taken.

Wherever possible, consent should be obtained before sharing personal information with third parties. In some circumstances, obtaining consent may not be possible or in the best interest of the child or young person, e.g., where safety and welfare of that child or young person necessitates that the information should be shared. The law permits the disclosure of confidential information necessary to safeguard a child or children. Disclosure should be justifiable in each case, according to the particular facts of the case, and legal advice should be sought if in doubt.

If the information given relates directly to the safety and welfare of a child then the DSL must be informed immediately. They should then contact MARU.

## **8. Record Keeping:**

Well-kept records are **essential** to good safeguarding and child protection practice. We are clear about the need to record any concerns held about children or young people, the status of such records and when these records should be passed over to other agencies.

In our work with children and their families, we recognise the importance of:

- Keeping clear detailed up to date written records of concerns about children and young people. This includes a chronology.
- Ensuring all records are kept secure and in a locked location.
- Ensuring records are passed on to the receiving school if a child or young person transfers. In line with current local authority guidance, records of transfers are kept.
- Ensuring all records are clear, factual and jargon free.

## **9. Allegations against staff:**

Allegations against staff are covered in all basic training and induction training that takes place within our school.

Never let allegations by a child or young person go unrecorded or unreported, including any made against you. If you receive a disclosure, about an adult colleague, it is important to reassure the child that what he says will be taken very seriously and everything possible done to help.

In all instances the Headteacher must be informed. If the head teacher is not available then the DSL should be advised.

If the allegation concerns the head teacher then the CEO and Chair of the Trust in a MAT and the Chair of Governors in a maintained school must be informed.

In all situations regarding an allegation of abuse against a member of staff / volunteer / governor the school must not act alone and must seek advice and make a referral where necessary.

In such circumstances our Headteacher, or Chair of Governors (if the allegation is against the Headteacher) will:

- Contact the LADO for advice;
- consider the safeguarding arrangements of the child or young person to ensure they are not in contact with the alleged abuser;
- contact the parents or carers of the child/young person **if** advised to do so by the LADO;
- consider the rights of the staff member for a fair and equal process of investigation;
- ensure that the appropriate disciplinary procedure is followed, including whether suspending a member of staff from work until the outcome of any investigation is deemed necessary;
- act on any decision made in any strategy meeting; and
- advise the Disclosure and Barring Service (DBS) and any other appropriate regulatory or professional body where a member of staff has been disciplined or dismissed as a result of the allegations founded, or would have been if they have resigned.

**Contact details LADO: 01872 326536**

If a referral needs to be made then this must go through MARU who will then pass it on to the LADO team. The referral form can be found at:-

<https://www.cornwall.gov.uk/media/22109961/lado-allegations-referral-form-template.doc>

## **10. Whistleblowing:**

Please adhere to the school's Whistle-blowing policy.

**Whistleblowing Governor:** Helen Turner

In the event that you do not feel able to follow the school's whistle blowing policy but remain concerned, you must discuss your concerns with an appropriate independent body. In this situation you could contact:

**NSPCC Whistleblowing helpline: 0800 028 0285**

## **11. Key Safeguarding Roles and Responsibilities: (see Appendix D)**

### **11.1 Designated Safeguarding Lead (DSL)**

There is a legal obligation under the Education Act 2002 S175/157 for all schools to have a designated safeguarding lead. Marlborough School follows the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL.

### **11.2 Deputy Designated Safeguarding Lead (DDSL)**

As above we follow the guidance in Annex B of KCSIE (revised September 2016) which outlines the key responsibilities of the DSL and DDSL.

### **11.3 Governing Body including the role of the Safeguarding Governor**

The roles and responsibilities of the governing body are outlined in Part 2 of KCSIE (revised September 2016). In addition we have outlined these responsibilities in Appendix D.

## **12. Safer Recruitment**

Our school operates safer recruitment procedures including making sure that:

- statutory duties to undertake required checks on staff who work with children are complied with in line with the Disclosure and Barring Service requirements for Regulated Activity; Teachers' Prohibition Orders; the Child Care Act 2006 and Childcare (Disqualification) Regulations 2009
- statutory guidance relating to volunteers is followed
- at least one member of the recruitment panel members has undertaken safe recruitment training through an accredited training programme (NSPCC)

We hold a Single Central Record (SCR) which demonstrates we have carried out the range of checks required by law on our staff.

Our school complies with the requirements of KCSIE, September 2016 - Part 3

Our school complies with the requirements of the Childcare Act 2006 and the Childcare (Disqualification) Regulations 2009.

### **13. Attendance at Child Protection Conference:**

If a child or young person becomes the subject in a Child Protection Conference as a school we may be asked to share information about the child or young person and his/her family. Usually this will be in the form of a written report, the contents of which are shared with parents/carers prior to the meeting.

Child protection conferences will be attended by the DSL or DDSL. In exceptional circumstances another member of staff may attend with them. The reason this responsibility is not delegated is because the DSL has the overall training and accountability to act on behalf of the school including agreeing his role in any child protection plan as well as the possible allocation of resources.

Occasionally, there may be information which is confidential and which will be shared in a closed meeting prior to the conference. If this is necessary, the chair of the conference will discuss the matter with parents/carers beforehand.

When any child becomes the subject of a conference, local procedures require that all other children in the family are considered. It may well be that staff will be required to provide information on children with whom there appear to be no direct concerns.

Staff may contribute to the process of risk assessment and the decision about the child being in receipt of a child protection plan.

### **14. Training:**

All members of our workforce have been provided with, and signed to say that they have read and understood, Part 1 of KCSIE, (September 2016) and governors have been provided with and signed to say they have read and understood Part 2 of KCSIE (September 2016)

All staff members will receive appropriate safeguarding and child protection training / briefings which will be regularly updated annually. In addition all staff members receive safeguarding and child protection updates. These are done as part of staff meetings where safeguarding and 'Child Matters' is a standing item on the agenda of every staff meeting and full governors meetings.

All staff are also, as part of our induction, issued with information in relation to our Child Protection and Safeguarding Policy, Staff Code of Conduct, Part 1 of KCSIE (September 2016) Key contacts, and What to do if a Child discloses Abuse.

Our DSL and DDSL(s) will undertake further multi-agency safeguarding training in addition to the whole school training. This is undertaken at least every two years and updates their awareness and understanding of the impact of the wider agenda of safeguarding issues. It supports both the DSL and DDSL to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieving better outcomes for the pupils in our school.

Our Governing Body has access to basic safeguarding training within the school. We recommend and encourage them to undertake training specifically on the safeguarding responsibilities of the governing body in line with Part 2 of KCSIE, in particular the role of the Safeguarding Governor. In addition to this training the safeguarding governor may wish to access multi-agency safeguarding training at least every two years.

At least one member of our recruitment panel has undertaken safer recruitment training. Best practice is that this is updated every 3 years to ensure that the school are keeping up with changes made to recruitment processes and changes in safeguarding requirements when recruiting staff.

**15. Extended school and off-site arrangements:**

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own safeguarding/ child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.

When our pupils attend off-site activities, including day and residential visits, we will check that effective safeguarding/ child protection arrangements are in place.

**16. Photography and images:**

A separate policy is held but our staff are aware at no times should their own personal cameras/smart phones be used in recording children or young people in this school.

**17. Supporting Staff:**

Our school recognise that all staff may find dealing with safeguarding and child protection concerns very difficult and upsetting. It may trigger memories of their own difficult childhood, or be an experience they have had as an adult, or a member of their family, or close friendship group has experienced.

The school hopes in such situations that the individual staff member would be able to talk to a member of the senior leadership team in school who can make enquiries into what support may be available for the individual member of staff.

There are many organisations within Cornwall who offer support services to individuals on a range of very sensitive issues e.g. Domestic Abuse, Sexual Abuse (current and historic) drug and alcohol misuse, mental health. More information can be accessed via MARU or the Early Help Hub.

**In addition the member of staff should be able to access support through:**

- **Their own GP.**
- **The Samaritans Telephone: 116 123**
- **NSPCC HELPLINE Telephone: 0808 800 5000 ( not just there for children)**

The DSL and Safeguarding Governor will take responsibility for updating this policy and informing all staff and the Governing Body of key changes.